

**THE EFFECT OF USING PERSUASIVE SPEECH TECHNIQUE TOWARDS  
STUDENTS' SPEAKING ABILITY OF  
THE SECOND YEAR AT SMAN 12  
PEKANBARU**



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PEKANBARU  
1434 H/2013 M**

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Thesis

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The writer

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## ABSTRAK

**Siti Zakiatun Nisa (2013). Pengaruh Penggunaan Teknik Persuasive Speech terhadap Kemampuan Berbicara pada Siswa Kelas Dua SMAN 12 Pekanbaru.**

Permasalahan yang dialami oleh siswa SMAN 12 Pekanbaru sangat membutuhkan jalan keluar yang tepat dan jitu. Teknik yang bagus merupakan salah satu solusi untuk dapat meningkatkan kemampuan siswa dalam berbicara yaitu dengan menerapkan teknik persuasive speech sebagai sebuah teknik pengganti yang digunakan sebelumnya.

Adapun tujuan penelitian ini dilakukan adalah untuk mengetahui apakah ada pengaruh yang signifikan penggunaan teknik persuasive speech terhadap kemampuan berbicara pada siswa kelas dua SMAN 12 Pekanbaru.

Peneliti mengangkat rumusan masalah yang akan di jawab dengan menggunakan penelitian kuantitatif. Jenisnya adalah kuasi experiment yang menggunakan rancangan kelompok control nonekuivalen. Rancangan ini berdasarkan pada pra-test, pasca-tes dan penggunaan kelas control yang berperan dalam penelitian ini. untuk menganalisa data, peneliti menggunakan *independent t-test formula*.

Hasil analisis data adalah 15.196. hasil ini dibandingkan dengan t-table pada level significant 5% (0.250) dan pada level signifikan 1% (0.325). to (tobservation) lebih besar dari pada t-table. Sehingga dapat disimpulkan bahwa hypothesis nol ( $H_0$ ) ditolak dan hypothesis alternative ( $H_a$ ) diterima yang menunjukkan  $0.250 < 15.196 > 0.325$ . dengan kata lain, ada pengaruh yang signifikan pada penggunaan teknik persuasive speech terhadap kemampuan berbicara pada siswa kelas dua SMAN 12 Pekanbaru.

## ABSTRACT

### **Siti Zakiatun Nisa (2013). The Effect of Using Persuasive Speech Technique towards Students' Speaking Ability of the Second Year Students at SMAN 12 Pekanbaru**

The problems that faced by the students at SMAN 12 Pekanbaru in speaking English really needed helping and solution. In this case, appropriate technique is one of the good solution to improve the students' speaking ability by applying the persuasive speech technique as a replacement of previous technique.

The purpose of this research is to know whether there is significant difference of using persuasive speech technique toward speaking ability of the second year at SMAN 12 Pekanbaru.

The researcher carried out the formulation of the problem that would be answered by using the research quantitative. That was quasi-experimental research by using non-equivalent control group design. The design based on pre-test, posttest and the use of control group was employed in this research. To analyze the data, the researcher used independent t-test formula by using SPSS 16.

The result of analyzing data of t-test was 15.196. It was compared to *t-table* at significant level 5% (2.00) and significant level 1% (2.65). to (t observation) was higher than *t-table*. In conclusion, null hypothesis ( $H_0$ ) was rejected and null alternative was accepted which showed  $2.00 < 15.196 > 2.65$ . It means that there was significant effect of using persuasive speech technique toward speaking ability of the second year students at SMAN 12 Pekanbaru. In other words, it indicated that the implementation of persuasive speech technique was effective and from the data above, it can be concluded that the students' ability in speaking had been improved by using persuasive speech technique.

## ملخص

سيتمى زكية النساء ( 2013): "تأثير استخدام ملصق عرض خيالة فى الأثر على التكلم لدى الطلاب فى الفصل الثانى عشر بالمدرسة العالية الحكومية  
12 " بلكن باروا.

المشكلة التى شعر بها الطلاب فى الفصل الثانى عشر بالمدرسة العالية الحكومية "باكن باروا تحتاج إلى العلاج المطابق. فلا بد للمدرس أن يكتشف التقنية المثلى لترقية قدرة الطلاب على التكلم باللغة الإنجليزية من خلال تطبيق تقنية ملصق عرض خيالة.

هذا البحث يهدف إلى معرفة تأثير هام عن استخدام ملصق عرض خياله فى القدرة على التكلم لدى الطلاب فى الفصل الثانى عشر بالمدرسة العالية الحكومية 12 باكن باروا. تكوين مشكلة هذا البحث تعالج من خلال الكمي. هذا البحث بحث تجريبي يستخدم الفصل التجريبي والفصل المراقب. وهذه الخطة من خلال الإختبار الأول والإختبار الأخير. الذى يدور فى هذا البحث فصل مراقب. واستخدمت الباحث independent t=test لتحليل البيانات.

وحاصلة تحليل البيانات 15.196. وهذه الحاصلة تقارن ب t-table بالدرجة الهامة 5% (0.250) وفى الدرجة الهامة 1% (0.325). (t-observasi) أكبر من t-table فخلاصته أن  $H_0$  مردودة و  $H_a$  مقبولة يعنى  $0.25 < 15.196 < 0.325$ . وبعبارة أخرى أن فيه تأثيرا هاما عن استخدام ملصق عرض خيالة فى القدرة على التكلم لدى الطلاب فى الفصل الثانى عشر بالمدرسة العالية الحكومية 12 "باكن باروا.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Speaking as one of skills in English is a priority to be mastered for many learners of second and foreign language. In speaking, the students are expected to be able to speak and do interaction from one to other people, to get the information and meaning. Hasibuan and Ansyari stated that ‘‘ the goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in a message in each communication situation.’’<sup>1</sup>

Students can be categorized as success learners in language learning as well as the effectiveness of their English in speaking. Consequency, students must understand what component that is involved in speaking skill to measure their speaking proficiency, such as accent, grammar, fluency, and comprehension.<sup>2</sup> All of the elements are valuable to improve the ability of students in learning speaking. It is because speaking is used for various purposes, formal and informal situation.

In order to accomplish students’ need toward speaking, school based curriculum (KTSP) provide speaking as one of the skill in mastering English that must be taught and learned in senior high school. State senior high school 12 pekanbaru is one of schools that also uses KTSP as its guidance in teaching and learning.

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<sup>1</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language TEFL* (Pekanbaru : Alfa Riau Graha Press, 2007)p.102

<sup>2</sup> Arthur Huges. *Testing for Language Teacher*, (Cambridge University Press, 2003) p.131-132

Based on KTSP,<sup>3</sup> there are some basic competences that should be achieved by the second year students of senior high school. “The students are able to respon the meaning of transactional (to get thing done) and interpersonal (to socialize), by expressing the information of genre texts, such as monologue of narrative, spoof, hortatory, report and analytical exposition include expressing love, sorrow, attention, embarrassment, anger, attitude, and annoyance.”

Based on the observation that has done by the writer on 21 June 2012, the writer found that speaking has been taught by using debate activity. In debate activity, teacher gives topics to the students and asks students the content of topics then speaks orally by having group. But in fact, some of the students of the second year students at State Senior High School 12 Pekanbaru didn't speak English well. It can be seen in following phenomena:

1. Some of the students find difficulties to express their ideas in English
2. Some of the students are not able to speak fluently.
3. Some of the students are not able to understand what the speaker says
4. Some of students are not able to pronounce English well.

To overcome the speaking ability of the students, it needs the good and an appropriate technique for helping them. Also, As the solution of their problems above, the writer has an appropriate technique that the writer wishes could help the students. It is called by Persuasive Speech Technique. This technique is part of Oral spoken in which the spoken language is really primary; all language materials will be practiced by the students.

Based on the explanation of some problems above, and to give the solution of that problems, the writer is interested in doing a research by the title: **“The Effect of Using Persuasive Speech Technique Toward Students’ Speaking Ability of the Second Year at SMAN 12 Pekanbaru.**

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<sup>3</sup> Siti Rohana, S.Pd. Syllabus of SMAN 12 Pekanbaru, (Pekanbaru, Unpublished, 2011) p.1-8

## B. Definition of the Key Terms

In order to avoid misunderstanding and misinterpretation in this research, the writer would like to narrate some definitions of the key terms, they are as follows:

### 1. Persuasive Speech Technique

Persuasive Speech is one of techniques used to influence people by using data and psychological facts consumers whom are influenced. Moreover, In Keraf defines persuasion as a verbal art, which aims at convincing people to make an action expected by the speaker or writer at present or in the future.<sup>4</sup> In this Research, persuasive speech is a technique that is used by researcher to know its effect toward students' speaking ability of students' SMAN 12 Pekanbaru. This technique help students to build their prior knowledge in persuading the audience based on the topic by showing reasons, facts and proves of statements.

### 2. Speaking Ability

Bygate, as quoted by Nunan defines that "Speaking is oral interaction where the participants need to negotiate the meaning contained in ideas, feeling, and manage in terms of who is to say what, to whom, and about what."<sup>5</sup> Moreover, Speaking ability is a competent language user or language learner in having oral interaction to negotiate the meaning as Thurnbury says that "Speaking ability is a proficiency of using the language orally."<sup>6</sup>

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<sup>4</sup> Zainudin. *Persuasive Strategy Used by David Cameron in His Political Campaign Speeches during 2009-2011, United Kingdom Prime Ministerial Election*.<http://lib.uin-malang.ac.id/thesis/fullchapter/06320002-nurul-umi-fadhillah.ps>.

<sup>5</sup> David Nunan, *Language Teaching Methodology: A Text Book for Teachers* (New York: Prentice Hall.1991),p.40

<sup>6</sup> Scott Thornbury, *An A-Z of ELT: A Dictionary of Terms and Concepts Used in English Language Teaching* (Kuala Lumpur: Macmillan,2006),p.208

In this research, this terms means that how the ability of students in exploring their ideas by persuading the audience in form of spoken language of the second year students at SMAN 12 Pekanbaru..

## **C. Problem**

### **1. Identification of the Problem**

Based on the background of the problem above, it can be identified that there are some problems faced by the students. Firstly, the problem is from the students themselves namely: Some of the students find difficulties to express their ideas in English, not able to speak fluently, not able to understand what the speaker says, not able to comprehend their speaking performances and not able to pronounce English well. Secondly, the problem is from previously inappropriate speaking technique applied by the teacher in teaching speaking.

### **2. Limitation of the Problem**

Based on the identification of the problem above, it is clear that there are some problems involved, but the writer wants to limits the problem discussed in this study only for speaking ability, namely: the students are still weak in expressing their ideas in English, speaking fluently, understanding what the speaker says, comprehending their speaking performances and pronouncing English well. Therefore, the writer would like to apply the persuasive speech technique to give a big contribution in students' speaking ability.



### **3. Formulation of the Problem**

Based on the background above, the problems of this research can be formulated in these following questions:

1. How is students' speaking ability before and after giving the treatment for experimental group by using persuasive speech technique at the second year of SMAN 12 Pekanbaru?
2. How is students' speaking ability before and after giving treatment for control group by using debate technique at the second year of SMAN 12 Pekanbaru?
3. Is there any significant effect of using the persuasive speech technique toward students' speaking ability at the second year of SMAN 12 Pekanbaru?

### **D. Objective and Significance of the Research**

#### **1. Objective of the Research**

- a. To find out the information about the students' speaking ability taught without using persuasive speech of the second year at SMAN 12 Pekanbaru.
- b. To find out the information about the students' speaking ability taught by using persuasive speech technique of the second year at SMAN 12 Pekanbaru
- c. To find out the significant effect of using the persuasive speech technique toward students' speaking ability of the second year at SMAN 12 Pekanbaru.

#### **2. Significance of the Research**

There are significants of the research that is mentioned by the writer as follows:

- a. This research is hopefully contributing to the writer as a researcher in term of learning research as a novice researcher.
- b. The research is expected to give the positive contribution to the teacher and institutions related to the process of teaching and learning English especially in term of using the persuasive speech technique toward students' speaking ability of the second year students at SMAN 12 Pekanbaru.
- c. This research is also expected to develop the theories on teaching and learning English as a foreign language and for those who are concerned very much in the whole of language teaching and learning in general

## **CHAPTER II**

### **REVIEW OF RELATED THEORIES**

#### **A. Theoretical Framework**

##### **1. Speaking Ability**

###### **1.1 The Nature of speaking**

Speaking is a crucial thing in live. Speaking is a form of real communication in getting meaning by producing, receiving and processing information. Almost of every aspects in our life is covered by speaking. To most people, mastering speaking is one of the most important aspect of learning a second language, because the purpose of learning a language is to be able to communicate by using a language .

Various definitions of speaking have been given by many theories. Bygate in Nunan defines that “ speaking is oral interaction where the participants need to negotiate the meaning contained in ideas, feeling and manage in terms of who is to say what, to whom, and about what.”<sup>7</sup> Meaning that, speaking is use to make our listener understand our expreesion. In addition, speaking in a second or foreign language will be facilitated when learner are actively enggaged in attempting to communication.<sup>8</sup> In conclusion, speaking ability is the ability of someone to express his or her idea or opinion, feeling, or something his or her mind to the people.

Talking about speaking as communication, we cannot separate it with that language. The objective of teaching spoken language is the development of the ability to

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<sup>7</sup> David Nunan. *Language Teaching Methodology: A Text Book for Teacher*.(New York: Prentice Hall,1991),pp.40

<sup>8</sup> Ibid., pp. 51.

interact successfully in that language and to involve comprehension as well as production.<sup>9</sup> According to Kalayo, speaking involves three areas of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary)  
speaking by using the right order with the correct pronunciation.
- b. Functions (transaction and interaction)  
Knowing when clarify of message is essential (transaction/ information exchange) and when precise understanding is not required (interaction/ relationship building).
- c. Social and culture rules and norms  
Understanding how to take into account who is speaking to whom, in what circumstance, about what and for what the reason.<sup>10</sup>

Based on the opinion above, the writer can conclude that speaking ability means produce the language for doing interaction and communication between the people in real life.

## 1.2 Speaking Ability

Based on explanation previously, that speaking is one of the communicative skill, here means that speaking is relating to people in social relationship and social expectation. In speaking, students must also require the stress, rhythm and intonation of English.<sup>11</sup> Speaking is very important skills in mastering English for students who learn English required to master the ability to communicate with each other, the component of speaking are: pronunciation, vocabulary, grammar, fluency, and comprehension.

### a. Pronunciation

All words are made up of sounds and speakers of language need to know these sound. In addition, Citra Nasamalar stated that a very important part of

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<sup>9</sup> Arthur Hughes, *Op.cit.* pp.101.

<sup>10</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language TEFL*, (Pekanaru: Alfa Riau Graha UNRI press, 2007) p.101

<sup>11</sup> Mariane Celce-Murcia. *Teaching English as Second or Foreign Language*. third edition, ( Boston: thomson learning, 2001) p. 103

learning the spoken language is the learning and teaching pronunciation.<sup>12</sup>

Therefore, as an English teacher, you not only teach well pronunciation but also make it possible for the students to acquire good pronunciation by imitating you.

b. Vocabulary

One of the important aspects that support speaking in a certain language is vocabulary. It deals with the right and appropriate words. Vocabulary plays an important role in speaking skill. It cannot be ignored in speaking learning.

c. Grammar

Grammar is one of the language components. Grammar is at the centre of language use, it means that knowing the language meant knowing the grammatical structure of the language.<sup>13</sup> In other words, grammar is the role by which we put together meaningful words and parts of words of a language to communicate messages that are comprehensible.

d. Fluency

According to Brown in Nanda Hadi Putra, “fluency is probably best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility”.<sup>14</sup> In order that, Learners demonstrate fluency when they take part in meaning-focused activity and do it with speed and ease without holding up the flow of talk.<sup>15</sup> It means that

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<sup>12</sup> Citra Nasamalar. *ELT Methodology Principle and Practice*. (Fajar Bakti,1995), pp.63

<sup>13</sup> H. Douglas Brown. *Language Assessment, Principle and Classroom Practice*. (Longman: Pearson Education,2010), PP.293

<sup>14</sup> Nanda Hadi Putra. *The effect of using pictures series to increase speaking ability at the second year of Mts Negri Naumbai*. (Pekanbaru, unpublished), pp.20

<sup>15</sup> I.S.P Nation and J. Newton. *Teaching ESL/EFL Listening and Speaking*. ( New York: Routledge,2009), pp.151

fluency consist of the ease and speed of flow of speech and comprehension for oral communication.

e. Comprehension

Comprehension is knowing about something, ability to get the knowlegde what have been learn. It derived from the students itself who are able to understand the lesson.

In conclusion,there are five important components in speaking: pronunciation, vocabulary, grammar, fluency, and comprehension.

### **1.3 Teaching Speaking**

Teaching speaking is one of teaching and lerning procees which is done by English teacher. Teacher transfer and share the knowledge to the students in order to make the students be able to be a praticioner of english, in other word the students can communicate with second language well.

Speaking skills are one of important part of curriculum in language teaching. Without speaking the students cannot achieve the good proficiency in English. In teaching speaking it cannot be separated from grammar, vocabulary and pronunciation. Brown states that ,“ the ability of speak fluently is followed naturally from the teaching of grammar and vocabulary, with a bit pronunciation thrown in’’. In nature of teaching speaking there is contribution of grammar, vocabulary and pronunciation.<sup>16</sup> Our understanding of how the learner learns will determine our

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<sup>16</sup> H. Douglas Brown. *Language Assessment: Principle and Classroom Practices*. (New York: Pearson Education. Inc,2003) p.140

philosophy of education. Our teaching style, our approach, methode, and classroom technique.<sup>17</sup>

Therefore, In teaching and learning process, the teacher should be able encourage the students by creating an atmosphere which shows students that their experimentation and question are welcome. Teacher can serve some times in discussing how to learn with them, guiding them toward their own best methode study. To make the students have several sucessful characteristics in learning, we can see as follows:

1. *A willingness to listen:* good learner listen to what's going on- not just in the sense of playing attention, but also in term of really listening to the English that is being used, soaking it up with eagerness and inteligence.
2. *A willingness to experiment:* many good learners are not afraid to' have a go'. They are prepared to take risks, to try thing out and see how it works.
3. *A willingness to ask question:* good teachers frequently invite students to ask if the students do not understand about something.
4. *A willingness to think about how to learn.* Good learners bring orr invent their own study skills when they come to a lesson.
5. *A willingness to accept correction.* Good learners are prepared to be corrected if it helps them.<sup>18</sup>

Based on explanation above, the writer can take points that the teachers should be able to manage the classroom being taught, in order to build good atmosphere in

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<sup>17</sup> H. Doughlas Brown. *Principle of Language Learning and Teaching*. (San Francisco State University, 2000) p.7

<sup>18</sup> Jeremy Harmer, *Op.Cit.* p.10.

teaching and learning process. Giving an appropriate technique or methode in which will support the students in learning a foreign language.

## **2. The definition of Persuasive Speech Technique**

According to Roman Trujille in James Price and Michael said that Persuasive speech is the proces of creating, reinforcing, or charging people's beliefs or action<sup>19</sup>. Persuasive will benefit students in having ability to speak well from personal relationship to community activity. The general goal is to get listener to agree with something.

According to Dale and C.Wolf suggest that the Persuasive speaking is all around us.<sup>20</sup> Any speech is persuasive if its purpose is to convince others to change their feeling, belief, or behaviour. Also, persuasive speech is a speech aimed at influencing values, ideas, beliefs and attitudes of the audience. Pragmatically, a persuasive speech is used to convince people to come a different idea, attitude and belief, react to something, consider doing things they were previously unwilling to do.<sup>21</sup>

According to Debra Pachucki states that Persuasive speeches are more than just passionate presentations of a topic; they are meant to get an audience's attention, change its mind about something or motivate listeners to take action. Essentially, a

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<sup>19</sup> Speaking to persuade.[http://highered.mcgraw-hill.com/sites/dl/free/007256296x/77466/Luc63897\\_ch15sample.pdf](http://highered.mcgraw-hill.com/sites/dl/free/007256296x/77466/Luc63897_ch15sample.pdf). retrived on june, 23 2012.

<sup>20</sup> Paulette Dale and James C.Wolf, *Op.Cit.* p.119.

<sup>21</sup> [http://www.speech-guru.com/persuasive\\_speech.php](http://www.speech-guru.com/persuasive_speech.php)



successful persuasive speech will compel an audience to adopt your specific viewpoint about a matter.<sup>22</sup>

According to Susanto in Zainudin in thesis “*persuasive strategy used by David Cameron in his political campaign speeches during 2009-2010, united kingdom prime ministerial election*” persuasive is one of techniques used to influence people by using data and psychologist fact consumers whom are influenced. Moreover, In Keraf defines persuasion as a verbal art, which aims at convincing people to make an action expected by the speaker or writer at present or in the future.<sup>23</sup> Because the final objective of persuasion is to make other people do something.

According to Larson in Zainudin in thesis “*persuasive strategy used by David Cameron in his political campaign speeches during 2009-2010, united kingdom prime ministerial election*” persuasive is a process that change attitude, beliefs, opinion or behavior. The focus on persuasive is on not only focus the source, message, or receiver, but all of them equally focus on.<sup>24</sup>

In conclusion, persuasive speech is one of ways to prepare good speaking, in order to convince and influences the listeners for doing something, or believing something and changing something in listeners’ life by action.

### **3. The Concept of Persuasive Speech Technique**

Persuasive speech technique is direct Approach. Adler revealed that there are two types of approach employed by the speaker which is called as directness approach;

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<sup>22</sup>Debra Pachucki, *five steps to organizing a persuasive speech*, (New jersey: september 13 2011)  
[http://www.ehow.com/info\\_12059579\\_five-steps-organizing-persuasive-speech.html](http://www.ehow.com/info_12059579_five-steps-organizing-persuasive-speech.html)

<sup>23</sup> Zainudin. Persuasive strategy used by David Cameron in his political campaign speeches during 2009-2011, united kingdom prime ministerial election. <http://lib.uin-malang.ac.id/thesis/fullchapter/06320002-nurul-umi-fadhillah.ps>.

<sup>24</sup> Ibid.

these are direct persuasion and indirect persuasion.<sup>25</sup> Persuasive speech is part of direct persuasion. Direct persuasion is the best technique to use with a friendly audience, especially when you are asking for response that the audience is reasonable likely to give you. In a speech that uses a direct persuasive technique, you announce the desire of audience's response right away in introduction of the speech. Then that response can act as the focus of the speech.

Siahaan states that There are two methods base on threat appeals. *The first*, positive appeals through motivation and reward approach. *The second*, negative appeal that is the threat approach for the communicant. Still in Siahaan, Aristoteles and Demonstens stated that there are three ways of persuasion. The first is the ethical mode of persuasion. It means that communicator act determines a successful communication. The second is the pathetic of emotional mode of persuasion. It means that the communicator gives more priority to audience's feeling than mind, so that, the communicator or the speaker should analyze the level of communicant's intelligent. The third is logical mode of persuasion. It concerns to opinion, idea, attitude and values proposed by the speaker. Persuasive speech technique is refers to logical mode persuasion.

### **2.3 The Steps of persuasive Speech**

The steps of persuasive speech as below:

1. Choose one of the persuassive speaking situation below (or think of a different persuassive – speaking situation):

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<sup>25</sup> Ibid.p.32

- a. Convince your parents to let you go on a camping trip with friends.
  - b. Convince your younger brother or sister to do his or her homeworks.
  - c. Convince a friend that watching is a waste of time.
2. The teacher gives students and her or his partner 10 minutes to plan their scenario.
3. Role-play the situation in front of the class.
4. Speak persuasively about the topic for 2-3 minutes. Present at least three compelling reasons why the person should do what you want them to do. Be prepared to counter any objections they might have.

## 2.4 Preparing for The Persuasive Speech

The steps for preparing a persuasive speech are :<sup>26</sup>

- a. Choosing the topic

Suggestions about how to choose appropriate topics for persuasive speech are<sup>27</sup>: Topic should be something you feel strongly about, Speech needs to meet the time requirement, Topic need to have at least two conflicting views, Topic that is chosen already known about.

- b. Determining the specific purpose

Providing some specific purpose of speech about the topic before delivering a speech. It will influence the listeners to believe, do, and change their behaviours.

- c. Analyzing the audience

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<sup>26</sup> Paulette Dale and James C. Wolf, *Op.Cit.* p.121.

<sup>27</sup> <http://arapaho.nsuok.edu/~aldriga/10%20steps%20to%20a%20persuasive.htm>

There are some important informations about audience that we need to know as bellow.”<sup>28</sup>Age range, Gender, Occupations. Economic level, General background.

d. Gathering information

Gathering information means that collect the information related to the topic as much as possible. It can be from magazine,article, newspaper, and internet.

e. Preparing visual aid

Visual aid is helping the speaker to convince the listeners easily, by showing visual aid the listener more interested in knowing someone speech”.

f. Organizing the speech

The steps in organizing the speech are as following<sup>29</sup>:

1. Prepare an Opener building on areas of agreement

In this part is about prepare the introduction in making persuasive speech by discussing the goal, problems, and experiences.

Example : “Capital Punishment Should Be Legal”

“ I am sure everyone here is concerned about crime in our community. Many of us know that it isn’t always safe to go uot alone at night or even to walk through a dark parking lot to get to our car. All of us want to fell safe in our homes, in our cars, and on the streets. We would all like to see the amount of crime reduced.

2. Prepare a Statement or purpose

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<sup>28</sup> Paulette Dale and James C.Wolf, *Op. Cit.* P.63

<sup>29</sup> Ibid,pp.131-136.

Prepare a statement or purpose means give clearly state the specific purpose of persuasive speech. Example: title :“ capital punishment should be legal” the specific purpose can be “ legalizing capital punishment can help prevent crime”.

3. Prepare a Preview of main persuasive points

Previewing the main persuasive points is important before making the body of persuasive speech.

Example : “Capital Punishment Should Be Legal”

- a. Capital punishment reduce crime.
- b. Rehabilitation programs don't work

4. Prepare the Body

The body means the content of persuasive speech. Example: Title : “ Capital Punishment Should Be Legal”

“the law enforcement expert stated that criminals are less likely to commit murder if they fear the death penalty, also, there are some results of studies showed that most lawbreakers released from jail after participating in rehabilitation programs continue to commit the same crimes, and prisoners claimed that the thought of spending the rest of their lives in jail was unbearable. in fact, they would rather receive the death penalty.”

5. Prepare the Summary

The effective persuasive speech includes summary. The purpose is to remaind the listener of why they have to agree. Example : “Capital Punishment Should Be Legal”

- a. There will be no crime in our country
  - 1. It’s perfectly safe and painless
  - 2. There is no afraid in doing something and going to some place.
- b. It is prove that the rehabilitation programs work

6. Prepare Memorable concluding remarks

An effectiveness way to do this is to make listener think about the future and to remind listener to take some type of action.

#### **4. The Relevant Research**

According to Syafi’i relevant research is required to observe some previous researcher conducted by other researchers in which they are relevant to our research itself.<sup>30</sup> There are several relevant researches which have relevancy to this research especially in speaking area. But, the writer of this reseach did not find yet the same technique that used by other researcher. The writer only take two relevance research as bellow:

- 1. The research conducted by Fakhruddinn Abbas entitled:”the use of persuasive Speech technique by Barack Obama in his political speeches in 2008 USA

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<sup>30</sup> Syafi’i, *from paragraph to a research report: a writing of English for Academic Purposes*, (Pekanbaru: LBSI, 2011), P.122

presidential primaries” Students of English Language and Letters Department, Faculty of Humanities and Culture, State Islamic University of Malang. The research design that used by Bakharuddin is descriptive qualitative method. The data of this research were in the form of utterance, word and discourse analysis which were not statistically analyzed. In his research, he found that, In the use of persuasion technique, Barack Obama used several ways to persuade the audience. Such as giving the reasons for his statements, putting the foundations and ideas in the heart of audience, and obscuring the conflict situation. The researcher has the same variable X with the previous researcher but have different type of research in implementation in the classroom. The type of research that is used by the writer is experimental research.

2. The research conducted by Zainudin entitled” persuasive strategy used by David Cameron in his political campaign speeches during 2009-2010 United Kingdom Prime Ministerial Election” Students of English Letters and Language, Faculty Humanities and Culture State Islamic University of Maulana Malik Ibrahim Malang. The type of research was Descriptive Qualitative method. He found that persuasive speech used by David can be divided into three categories namely, Pathos, Ethos and Logos. This research only has one variable, and the variable that uses is same with the writer’s variable in X that is persuasive. Also, the research design uses by the writer is different, the writer uses experimental research which consist of two variables.

## **5. The Operational Concept**

For avoiding misunderstanding, the writer uses operational concept in carrying out the research in accordance with review of related literature. Therefore, it is necessary to clarify briefly the variables used in this study. The variables used are the teaching technique applied in the implementation of various methode.

1. The use of persuasive speech technique in teaching speaking as the independent variable, symbolized by “X”. There are some indicators<sup>31</sup>:

- a. Teacher explains to students about how to prepare the persuasive speech.
- b. Teacher gives a topic of the persuassive speaking situation to the Students.
- c. The teacher gives students and her or his partner about 10 minutes to prepare and plan their scenario of persuasive speech related to the topic.
- d. Teacher asks students to role-play or making a situation related to their topic, it can be by putting the visual aid in front of the class.
- e. Teacher asks the student to speak peruasively about the topic for 2-3 minutes. In presenting persuasive speech should includes at least three compelling reasons why the person should do what speaker said.

2. The students’ speaking ability as the dependent variable, symbolized as “Y”.

The indicators are :

- a. The students are able in expressing their ideas with good pronunciation.
- b. The students are able in expressing their ideas grammatically.
- c. The students are able to express their ideas with having good vocabulary choice.
- d. Students are able to express their ideas fluently

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<sup>31</sup> Susan Dittmer, ‘persuasion’, *SPCH 404*(2007): 2-3



- e. The students are able to express their ideas to other by comprehending spoken language.

## **6. Assumption and Hypothesis**

### **1. Assumption**

In this research, researcher assumes that by using persuasive speech technique, it will help students of SMAN 12 at second semester in improving their ability in speaking English.

### **2. Hypothesis**

- a.  $H_0$  : there is no significant difference between pretest and posttest score using persuasive speech technique toward speaking ability of the second year at SMAN 12 Pekanbaru.
- b.  $H_a$  :there is a significant difference between pretest and posttest score using persuasive speech technique toward speaking ability of the second year at SMAN 12 Pekanbaru.

## **CHAPTER III**

### **THE RESEARCH METHODOLOGY**

#### **A. The Research Design**

The design of this research was quasi experimental research for finding out the effect of using persuasive speech technique toward speaking sbility. According to Cresswell, experiment is test an idea (or practice or procedure) to determine, whether it influence an out come of dependent variable.<sup>32</sup> Futhermore, Gay and peter Airasian stated

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<sup>32</sup>Jhon.W.Cresweel. *Education Research: Planning Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education,2008), p.299

that quasi experimental design is used when the researcher keep the students in existing classroom intact and the entire classroom are assigned to treatment.<sup>33</sup>

In doing quasi-experimental researcher assigns intact groups the experimental and control treatments, using pre-test and post-test both of group. The writer conducted the experimental treatment activities for experimental class only. In this research, the writer used two classes. The first class was used as an experimental class which was taught by using persuasive speech technique and another one was used as control class which was taught by ordinary technique.

According to Creswell the type of this research can be designed as follows<sup>34</sup>:

**Table 1**  
**The Research Design**

Group	Pre-test	Treatment	Post-test
E	Test 1	X	Test 2
C	Test 1		Test2

E = Experimental group

C = control group

T1 = pre –test to experimental group and control group

X = receive the treatment

T2 = post-test to experimental and control group

## **B. The Time and Location of the Research**

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<sup>33</sup> L.R.Gay and Peter Airasian. *Educational Research: Competence for analysis and Application*. (New Jersey by prentice-Hall, Inc, 2000), p.367

<sup>34</sup> John W. Creswell, *Op. Cit.* pp.314.

The location of this research was the the SMAN 12 Pekanbaru. It is located on Garuda Sakti Street, Km.3/ ketitiran street, Kelurahan Simpang Baru,Tampan-Panam Pekanbaru. The research was conducted on March until April 2013.

### **C. The subject and object of the research**

The subject of this research was the second year students of State Senior High School 12 Pekanbaru. While the object was using persuasive speech technique toward students' speaking ability in learning speaking.

### **D. The Population and sample of the Research**

The population of this research was the second year of state senior high school 12 Pekanbaru. It had 8 classes which consist of 4 classes for science department, namely; XI IPA 1 by 30 students, XI IPA 2 by 30 students , XI IPA 3 by 32 students, and XI IPA 4 by 35 students, while 4 classes for social department, namely; XI IPS 1 by 39 students, XI IPS 2 by 38 students, XI IPS 3 by 38 students and XI IPS 4 by 38 students. The total number of the second year students at SMAN 12 Pekanbaru was 280 students.

**Table 2**  
**The total population of the second year students**  
**at SMAN 12 Pekanbaru**

no	Classes	Population		Total
		Male	Female	
1.	XI IPA 1	12	18	30
2	XI IPA 2	11	19	30
3	XI IPA 3	11	21	32
4	XI IPA 4	16	23	35
5	XI IPS 1	17	22	39
6	XI IPS 2	17	21	38
7	XI IPS 3	15	22	38
8	XI IPS 4	18	20	38

	Total population			280
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The technique used in taking sample was cluster random sampling. Having the sample, the writer used lottery by passing out the small roiled paper marked by the sequence name of the class. Then after passing out the paper, the samples for the research were class XI IPA 1 as an experimental class and XI IPA 2 as a control class. The data can be seen in table follow:

**Table 3**  
**The Sample of the Research**

No	Classes	Sample		Total
		Male	Female	
1	XI IPA 1	12	18	30
2	XI IPA 2	11	19	30
	Total sample			60

#### **E. The technique of collecting data**

In this research, the researcher used oral presentation test to collect the data to find out students' speaking ability. The test was done twice, before and after giving the treatment intended to obtained students' speaking ability of the second year at SMAN 12 Pekanbaru.

The data of this research were gotten from pre-test and post-test. The data were collected thought the following procedures:

- a. The students are given pre-test and post-test in oral presentation.
- b. The students' speaking was recorded by the researcher and was backed up into CD.

Then it was collected to evaluate the appropriate of accent, grammar, vocabulary, fluently and comprehension.

- c. The researcher used two raters to score the students' speaking ability.
- d. The researcher collected and summed up raters' score to get each student's score.

According to Hughes there were some components that should be considered in giving students' speaking ability score. They were accent, grammar, vocabulary, fluency, and comprehension.<sup>35</sup> Hughes describes as follow:

**Table 4**  
**Speaking Assessment**

**a. Accent**

Score	Requirement
1.	Pronunciation frequently unintelligible.
2.	Frequent gross error and a very heavy accent make understanding difficult, require frequently repetition.
3.	"foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar of vocabulary
4.	Marked "foreign accent" and occasional mispronunciation which do not interfere with understanding.
5.	No conspicuous, mispronunciations, but would not be taken for a native speaker.
6.	Native pronunciation, with no trace of "foreign accent"'s

**b. Grammar**

Score	Requirement
1.	Grammar almost entirely inaccurate except in stoke phrase.
2.	Constant errors showing control of view major patterns and frequently preventing communication.
3.	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4.	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5.	Few errors, with no patterns of failure.
6.	No more than two errors during the interview

**c. Vocabulary**

Score	Requirement
1.	Vocabulary in adequate for even the simple conversation

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<sup>35</sup> Arthur Hughes, *Loc. Cit.*, p.131

2.	Vocabular limited to basic personal and survival areas (time, food, transportation, family, etc.)
3.	Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4.	Professional vocabulary adequate to discuss special interest, general vocabulary permit discussion of any non-technical subject with some circumlocution.
5.	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6.	Vocabulary apparently as accurate and extensive as that of an educated native speaker

#### **d. Fluency**

Score	Requirement
1.	Speech is so halting and fragmentary that conversation is virtually impossible.
2.	Speech is very slow and uneven except for short or routine sentence.
3.	Speech is frequently hesitant and jerky; sentences may be left uncomplete.
4.	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5.	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6.	Speech on all professional and general topics is effortless and smooth as a native speaker's

#### **e. Comprehension**

Score	Requirement
1.	Understand little for the simplest type of conversation
2.	Understands only slow, very simple speech on common social and touristic topics; require constant repetition and rephrasing.
3.	Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4.	Understand quite well normal educated speech when engaged in a dialogue, but occasional repetition or rephrasing.

5.	Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6.	understand everything in both formal and colloquial speech to be expected of an educated native speaker.

The result of speaking was scoring by using five components and each component had score or level. Each component had 20 as the highest score. The total of all components is 100. The specification of the test as below:

**Table 5**  
**The specification of the test**

No	Speaking skill	The highest Score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
	<b>Total</b>	<b>100</b>

### **1. Procedure for control class in collecting the data**

There were three procedures in collecting the data in control class as bellow:

#### **a. Pre-test**

Pre test was given by the teacher before the students were taught by using ordinary technique from the real teacher of English. It was used to know students' ability before being taught by using ordinary technique from the real English teacher.

#### **b. Conventional teaching**

The teacher explained the materials (hortatory) by using whiteboard as a media, and then teacher asked the students to make an example of hortatory, and then practice orally in front of class.

c. Post test

After being taught the students, teacher gave post test to know the students' speaking ability. It was used whether the students were able to speak well

## **1.2. Procedures for experimental class in collecting the data**

There were three procedures in collecting the data:

a. Pre test

Pre test was given by the teacher before the students were taught by using the persuasive speech technique. It was used to measure the students' speaking ability in speaking before they were taught by using the persuasive speech technique.

b. Treatment

In treatment, the students were taught by using the persuasive speech technique. The teacher explained to the students about the topic, and taught them by using the persuasive speech technique.

c. Post test

Post test was a test that was given to the students after they were taught by using the persuasive speech technique. It was used to know whether the students could easily speak by using the persuasive speech technique or not.

Finally, the result of the test in control and experimental class was compared. By this result the researcher could identify, whether the persuasive speech technique was an effective technique that could be used in improving students' speaking ability.



**Table 6**  
**Topic of the teaching speaking in each meeting**

No	Meeting	Topic
1	I	AFI
2	II	Television for social construction
3	III	Online Job
4	IV	The Important Of Speaking English
5	V	Tourism Benefit on Local People
6	VI	Learning English through music and song is fun
7	VII	More Dust Bins in Learner
8	VIII	Corruption

#### **F. The Technique of Data Analysis**

In analyzing the data, the researcher used t-test formula. According to Gay and Peter Airasian, t-test is one of the statistic test is used to determine whether two means are significantly different at a selected probability level.<sup>36</sup> The data was analyzed by using SPSS 16.0 version.

The t-table is employed to see whether there is a significant difference between the mean score of both experiment and control group. The t-obtained value is consulted with the value of t-table at the degree of freedom  $(df) = (N_1 + N_2) - 2$  statistically hypothesis:

Ha : to > t-table

Ho : to < t-table

Ha is accepted if to > t-table or there is significant difference of using the persuasive speech technique toward Students' Speaking Ability of the second year Students at SMAN 12 Pekanbaru.

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<sup>36</sup> L.R. Gay and Peter Airasian. Educational Research. ( new Jersey: prentice-hall, 2000) p.512

Ho is accepted if  $t_o < t\text{-table}$  or there is no significant difference of using the persuasive speech technique toward Students' Speaking Ability of the second year Students at SMAN 12 Pekanbaru.

#### **G. The validity and reliability of test**

The test used for testing students' speaking ability had to have reliability and validity. The test to be valid if it measures accurately what it is intended to measure.<sup>37</sup> There are 4 types of validity, they are content validity, construct validity, concurrent validity, and predictive validity.<sup>38</sup> To know the validity of the test, the researcher used construct validity.

According to Gay and Airisian, readability is the degree to which a test consistently measures whatever it is measuring.<sup>39</sup> In this research, to know the reliability of the test, the researcher used inters rater readability, because the researcher had two rates in order to score the students' speaking ability. Inter judge readability can be obtained by having two (more) judges independently score to be compared to the score of both judges. Then, the score from rater 1 correlated with the score from rater 2 by using Pearson Product Moment correlation formula through SPSS 16 Version:

Table 7

#### **Correlations**

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<sup>37</sup> Arthur Huges, loc. Cit., p.26

<sup>38</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), p. 67

<sup>39</sup> L.R. Gay and Peter Airisian, *Educational Research Competencies for Analysis and Application*, (New Jersey: Pearson Education, 2000), p.169

	rater1	rater2
rater1 Pearson	1	.554**
Correlation		
Sig. (2-tailed)		.001
N	30	30
rater2 Pearson	.554**	1
Correlation		
Sig. (2-tailed)	.001	
N	30	30

From the output above, it could be seen that  $r = .554^{**}$ , Correlation is significant at the 0.01 level calculation is 0,554 (2-tailed).  $df = 58$  and 1%. Because  $df = 58$  was not found from the r table, so the researcher took  $df = 60$  to be correlated either at level 5% or 1%. At level 5% r table is 0,250, while at the level 1% r table is 0,325. Thus, the r observation is obtained higher than r table, either at level 5% and 1%. So the researcher concluded that there is a significant correlation between score of rater 1 and score of rater 2

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. Description of Research Procedures**

The purpose of this research were to find out how the students' speaking ability taught by using persuasive speech technique, also to find out the significant effect of using the persuasive speech technique toward speaking ability. The data were gotten from the students' post-test scores of control class and experimental class.

Before doing treatment (only for experimental class), the writer gave pre-test for XI IPA 1 and XI IPA 2. In giving test, researcher asked the students spontaneously without any preparation. Researcher asked the students to come in front of class, then gave them a topic to be speaking. Especially in post-test, it was the topic that being and was concerning by five components of students' speaking ability. They are pronunciation, grammar, vocabulary, fluency, and comprehension. Each component had the score. In giving the treatment, the researcher gave it along 8 meeting.

#### **B. The Data Presentation**

The data of this research were oral presentation. It was the data of how was the persuasive speech technique, implemented oral presentation test for testing students' speaking ability.

##### **1. The implementation of the persuasive speech technique.**

As mentioned earlier, the data of this research were gotten from pre-test and post-test. The data were collected through the following procedures:

- a. The students were given pre-test. They were asked to do an oral presentation of hortatory text before using persuasive speech technique.
- b. After several meetings, the students were given post-test. They were asked to do an oral presentation of hortatory exposition after using persuasive speech technique.
- c. The students' speaking was recorded by the researcher and was backed up into CD. Then, it was collected too evaluate the appropriate of accent, grammar, vocabulary, fluency, comprehension.
- d. The researcher used two raters to score the students' speaking ability.
- e. The researcher collected and summed up raters' score to get each student's score.

## **2. The Effect of Using Persuasive Speech Technique Toward Students' Speaking Ability**

The data of this speaking test were the scores of the students' improvement from pre-test to post-test for both experimental class and control class. The data were collected though the following procedures:

- a. The researcher asked the students in experimental and control class to speak orally.

- b. The students' speaking performance was evaluated. They are accent, grammar, vocabulary, fluency, comprehension.
- c. The students' speaking results were evaluated by two rates.
- d. The researcher added the scores from the raters and they were divided.

### 3. Description of Students' Pre-Test Scores

#### 2.1 Pre-Test of Control Class

The results of the students' pre-test score at control class are presented in the following table:

TABLE 8

THE DESCRIPTION OF FREQUENCY OF THE STUDENTS' PRE-TEST  
SCORES OF CONTROL CLASS

**Pre.control**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	4	13.3	13.3	13.3
	46	2	6.7	6.7	20.0
	48	9	30.0	30.0	50.0

## Statistics 9

pretest.control

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50	3	10.0	10.0	60.0
52	2	6.7	6.7	66.7
54	7	23.3	23.3	90.0
56	2	6.7	6.7	96.7
58	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Referring on the table above, it showed that there 4 students got score 44 (13,3%), 2 students got score 46 (6.7%), 9 students got score 48 (30,0%), 3 students got score 50 (10%), 2 students got score 52 (6,7%), 7 students got score 54 (23,3%), 2 students got score 56 (6,7%), and 1 student got score 58 (3,3%).

Based on the table above, it can be seen that the total number of students was 30 students. The highest score was 58 and the lowest score was 44. The highest frequency was 48 and the lowest frequency was 58, while the statistical analysis of the data is the following table:

N	Valid	30
	Missing	0
Mean		50.07
Median		49.00
Mode		48
Std. Deviation		4.017
Variance		16.133
Range		14
Minimum		44
Maximum		58
Sum		1502

Based on the table above, it can be seen that the result of pre-test of control class is 0, mean is 50,07, median is 49.00, mode is 48, Std. Deviation is 4.017, variance is 15.133, range is 14, minimum is 44, maximum is 58, and sum is 1502.

can be seen that the that valid is 30, missing 49.00, mode is 48, Std.

#### 4. The students pre-test of experimental class

The results of students' pre-test scores at Experimental class are presented the following table :



Table 10

**THE DESCRIPTION OF FREQUENCY OF THE STUDENTS'  
PRE-TEST SCORES OF EXPERIMENTAL CLASS  
Pretest.Experimental**

Based		Frequency	Percent	Valid Percent	Cumulative Percent	on the
table above, it	Valid 44	1	3.3	3.3	3.3	showed
that there 1	48	4	13.3	13.3	16.7	student
got score 44	50	3	10.0	10.0	26.7	(3.3%), 4
students got	52	9	30.0	30.0	56.7	score 48
(13.3%), 3	54	4	13.3	13.3	70.0	students
got score 50	56	5	16.7	16.7	86.7	(10,0%), 9
students got	58	4	13.3	13.3	100.0	score 52
(30.0%), 4	Total	30	100.0	100.0		students
got score 54						(13,3%), 5
students got						score 56

(16.7%), 4 students got score 58 (13,3%).

Based on the table above, it can be seen that the total number of students was 30 students. The highest score was 58 and the lowest score was 44. The highest frequency was 52 and the lowest frequency was 44 , while the statistical analysis of the data is the following table:

Table 11  
Statistics

pretest.Experimental		
N	Valid	30
	Missing	0
Mean		52.73
Median		52.00
Mode		52
Std. Deviation		3.542
Variance		12.547
Range		14
Minimum		44
Maximum		58
Sum		1582

Based on the table above, it can be seen that the result of pre-test of control class that valid is 30, missing is 0, mean is 52.73, median is 52.00, mode is 52, Std. Deviation is 3.542, variance is 12.547, range is 14, minimum is 44, maximum is 58, and sum is 1582.

## 5.Description of Students' Post test Score

### a. Post-Test of Control Class

The results of the students' post-test score at control class are presented in the following table:

Table 12  
The Description of Frequency of Students' Post-Test Score  
of Control Class

**post.control**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	49	1	3.3	3.3	3.3
	52	4	13.3	13.3	16.7
	54	10	33.3	33.3	50.0
	56	4	13.3	13.3	63.3
	58	3	10.0	10.0	73.3
	60	3	10.0	10.0	83.3
	62	3	10.0	10.0	93.3
	66	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on the table above, it showed that there 1 student got score 49 (3.3%), 4 students got score 52 (13.3%), 10 students got score 54 (33.3%), 4 students got score 56 (13.3%), 3 students got score 58 (10.0%), 3 students got score 60 (10.0%), 3 students got score 62 (10.0%) and 2 students got score 66 (6.7%).

Based on the table above, it can be seen that the total number of students was 30 students.

The highest score was 66 and the

lowest score was 49.

The highest frequency was 54 and

the lowest frequency

was 49 , while the statistical analysis

of the data is the

following table.

**Table 13**  
**Statistics**

post.control		
N	Valid	30
	Missing	0
Mean		56.43
Median		55.00
Mode		54
Std. Deviation		4.216
Variance		17.771
Range		17
Minimum		49
Maximum		66

Sum	1693
-----	------

Based on the table above, it can be seen that the result of pre-test of control class that valid is 30, missing is 0, mean is 56.43, median is 55.00, mode is 54, Std. Deviation is 4.216, variance is 72.771, range is 17, minimum is 49, maximum is 66, and sum is 1693.

#### **b. Post-Test of Experimental Class**

The result of students' post-test score at an experimental class is presented in the following table:

Table 14  
The description of frequency of students' post-test score  
of Experimental Class

#### **post.Experiment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	66	2	6.7	6.7	6.7
	68	7	23.3	23.3	30.0
	70	7	23.3	23.3	53.3
	72	9	30.0	30.0	83.3

**Table 15**  
**Statistics**

74	2	6.7	6.7	90.0
76	1	3.3	3.3	93.3
78	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Based on the table above, it showed that there 2 students got score 66 (6.7%), 75 students got score 68 (23.3%), 7 students got score 70 (23.3%), 9 students got score 72 (30.0%), 2 students got score 74 (6.7%), 1 student got score 76 (3.3%) and 2 students got score 78 (6.7%).

Based on the table above, it can be seen that the total number of students was 30 students. The highest score was 78 and the lowest score was 66. The highest frequency was 72 and the lowest frequency was 76 , while the statistical analysis of the data is the following table:

post.Experiment

N	Valid	30
	Missing	0
Mean		70.87
Median		70.00
Mode		72
Std. Deviation		3.048
Variance		9.292
Range		12
Minimum		66
Maximum		78
Sum		2126

Based on the table above, it can be seen that the result of pre-test of control class that valid is 30, missing is 0, mean is 70.87, median is 70.00, mode is 72, Std. Deviation is 3.048, variance is 9.292, range is 12, minimum is 66, maximum is 78, and sum is 2126.

### **C. The Data Analysis**

The data analysis presents the statistical result followed by the discussion about the effect of using persuasive speech technique toward students' speaking ability at the second year of SMAN 12 Pekanbaru. The data were divided into two classes; the experimental and control scores. The researcher used independent T-Test from SPSS.16 version to analyze the effect of using

persuasive speech technique toward students speaking ability at the second year of SMAN 12 Pekanbaru.

### 1. The Analyses Pre-test of Control and Experimental Classes

**Table 16**  
**The students' Speaking Scores of Pre-test at Control and Experimental Classes**

<b>No</b>	<b>Student</b>	<b>Control Class</b>	<b>Experimental Class</b>
<b>1</b>	Student 1	<b>48</b>	44
<b>2</b>	Student 2	<b>46</b>	52
<b>3</b>	Student 3	<b>54</b>	58
<b>4</b>	Student 4	<b>44</b>	58
<b>5</b>	Student 5	<b>48</b>	44
<b>6</b>	Student 6	<b>56</b>	44
<b>7</b>	Student 7	<b>44</b>	52
<b>8</b>	Student 8	<b>52</b>	52
<b>9</b>	Student 9	<b>46</b>	48
<b>10</b>	Student 10	<b>48</b>	48
<b>11</b>	Student 11	<b>54</b>	56
<b>12</b>	Student 12	<b>58</b>	58
<b>13</b>	Student 13	<b>54</b>	56
<b>14</b>	Student 14	<b>48</b>	54
<b>15</b>	Student 15	<b>50</b>	52
<b>16</b>	Student 16	<b>54</b>	52
<b>17</b>	Student 17	<b>48</b>	58
<b>18</b>	Student 18	<b>48</b>	52
<b>19</b>	Student 19	<b>56</b>	50
<b>20</b>	Student 20	<b>48</b>	54
<b>21</b>	Student 21	<b>52</b>	48
<b>22</b>	Student 22	<b>44</b>	56
<b>23</b>	Student 23	<b>48</b>	54
<b>24</b>	Student 24	<b>44</b>	52
<b>25</b>	Student 25	<b>54</b>	52
<b>26</b>	Student 26	<b>50</b>	54
<b>27</b>	Student 27	<b>54</b>	50
<b>28</b>	Student 28	<b>48</b>	56
<b>29</b>	Student 29	<b>54</b>	50
<b>30</b>	Student 30	<b>50</b>	56
	<b>Mean</b>	<b>50.07</b>	<b>52.73</b>



The table above describes the comparison between students' pre-test speaking scores of both control and experimental classes. The mean score of control class is 50.07, while the mean score of experimental class is 52.73. so, it indicates that students' speaking skill at control and experimental class are the balance..in other word, there is no significant difference on students' speaking ability both control and experimental class.

## **2. The Data Analysis Post-test of Control and Experimental Class**

**Table 17**  
**The data analysis post-test of control and experimental class**

<b>No</b>	<b>Student</b>	<b>Control Class</b>	<b>Experimental Class</b>
<b>1</b>	Student 1	54	70
<b>2</b>	Student 2	54	72
<b>3</b>	Student 3	60	72
<b>4</b>	Student 4	58	72
<b>5</b>	Student 5	58	74
<b>6</b>	Student 6	62	68
<b>7</b>	Student 7	56	70
<b>8</b>	Student 8	54	70
<b>9</b>	Student 9	52	68
<b>10</b>	Student 10	56	70
<b>11</b>	Student 11	62	72
<b>12</b>	Student 12	66	70
<b>13</b>	Student 13	66	78
<b>14</b>	Student 14	62	74
<b>15</b>	Student 15	54	72
<b>16</b>	Student 16	54	78
<b>17</b>	Student 17	54	76
<b>18</b>	Student 18	48	70
<b>19</b>	Student 19	52	72
<b>20</b>	Student 20	50	72
<b>21</b>	Student 21	54	68
<b>22</b>	Student 22	52	70
<b>23</b>	Student 23	54	68
<b>24</b>	Student 24	52	72
<b>25</b>	Student 25	52	68
<b>26</b>	Student 26	58	66
<b>27</b>	Student 27	54	72
<b>28</b>	Student 28	56	66
<b>29</b>	Student 29	56	68

<b>30</b>	Student 30	54	68
	<b>Mean</b>	<b>56.43</b>	<b>70.87</b>

The mean score of the experimental was 70.87. both of the classes had their improvement from pre-test score, but the improvement was different; the students' speaking ability at the experimental class was higher than control class. It can be said that there was a better improvement at the experimental class than control class.

### 3. The analysis improvement of speaking ability of control Class

**Table 18**  
**The students' speaking score at the pre-test and post test at Control class**

No	Student	Pretest	posttest	Gain
<b>1</b>	Student 1	<b>48</b>	54	6
<b>2</b>	Student 2	<b>46</b>	54	8
<b>3</b>	Student 3	<b>54</b>	60	6
<b>4</b>	Student 4	<b>44</b>	58	14
<b>5</b>	Student 5	<b>48</b>	58	10
<b>6</b>	Student 6	<b>56</b>	62	6
<b>7</b>	Student 7	<b>44</b>	56	12
<b>8</b>	Student 8	<b>52</b>	54	2
<b>9</b>	Student 9	<b>46</b>	52	6
<b>10</b>	Student 10	<b>48</b>	56	8
<b>11</b>	Student 11	<b>54</b>	62	8
<b>12</b>	Student 12	<b>58</b>	66	8
<b>13</b>	Student 13	<b>54</b>	66	12
<b>14</b>	Student 14	<b>48</b>	62	14
<b>15</b>	Student 15	<b>50</b>	54	4
<b>16</b>	Student 16	<b>54</b>	54	-1
<b>17</b>	Student 17	<b>48</b>	54	6
<b>18</b>	Student 18	<b>48</b>	48	-1
<b>19</b>	Student 19	<b>56</b>	52	-2
<b>20</b>	Student 20	<b>48</b>	50	2
<b>21</b>	Student 21	<b>52</b>	54	2
<b>22</b>	Student 22	<b>44</b>	52	8
<b>23</b>	Student 23	<b>48</b>	54	6
<b>24</b>	Student 24	<b>44</b>	52	8
<b>25</b>	Student 25	<b>54</b>	52	-2
<b>26</b>	Student 26	<b>50</b>	58	8
<b>27</b>	Student 27	<b>54</b>	54	-1
<b>28</b>	Student 28	<b>48</b>	56	8

<b>29</b>	Student 29	<b>54</b>	56	2
<b>30</b>	Student 30	<b>50</b>	54	4
		50.07	56.43	

The table above describes about the differences between the students' speaking score before and after research at control class. Firstly, the students' speaking mean score was 50.07 it was known by taking pre-test at the beginning. While after giving the post-test, the mean score of students' speaking skill was 56,43. It means there was an improvement of students' speaking ability in the control class

#### **4. The analysis improvement of speaking ability of experimental class**

Table 19  
The students' Speaking Score at Pre-Test to Post-Test At Experimental Class

No	Student	Pretest	posttest	Gain
<b>1</b>	Student 1	44	70	26
<b>2</b>	Student 2	52	72	20
<b>3</b>	Student 3	58	72	14
<b>4</b>	Student 4	58	72	14
<b>5</b>	Student 5	44	74	24
<b>6</b>	Student 6	44	68	24
<b>7</b>	Student 7	52	70	12
<b>8</b>	Student 8	52	70	12
<b>9</b>	Student 9	48	68	20
<b>10</b>	Student 10	48	70	22
<b>11</b>	Student 11	56	72	16
<b>12</b>	Student 12	58	70	12
<b>13</b>	Student 13	56	78	22
<b>14</b>	Student 14	54	74	20
<b>15</b>	Student 15	52	72	20
<b>16</b>	Student 16	52	78	26
<b>17</b>	Student 17	58	76	18
<b>18</b>	Student 18	52	70	12
<b>19</b>	Student 19	50	72	12
<b>20</b>	Student 20	54	72	18
<b>21</b>	Student 21	48	68	20
<b>22</b>	Student 22	56	70	14

<b>23</b>	Student 23	54	68	14
<b>24</b>	Student 24	52	72	20
<b>25</b>	Student 25	52	68	16
<b>26</b>	Student 26	54	66	12
<b>27</b>	Student 27	50	72	22
<b>28</b>	Student 28	56	66	10
<b>29</b>	Student 29	50	68	18
<b>30</b>	Student 30	56	68	12
		<b>52.73</b>	<b>70.87</b>	

The table above describes about the differences between the students' speaking score before and after research at experimental class. Firstly, the students' speaking mean score was 52.73 it was known by taking pre-test at the beginning. While after giving the post-test, the mean score of students' speaking skill was 70.87. the improvement of each students was various, there were drastically improved. It seems, the improvement could be seen at the mean score.

## 5. The Analysis of Mean and Standard Deviation

Table 20  
Mean and Standard Deviation

	Control Class		Experimental Class	
	Pretest	Posttest	Pretest	Posttest
Mean	50,07	56,43	52,73	70,87
SD	4.017	4.216	3,542	3,048

### 1. Pre-test

#### a. Mean and Standard Deviation Pre-Test of Control Class

Based on the table above, it could be seen that the mean (Mx) of pre-test of control class was 50.07, and standard deviation (SD) of pre-test of control class was 4.017.

#### b. Mean and Standard Deviation Pre-test of Experimental Class

Based on the table above, it could be seen that the mean (Mx) of pre-test of experimental class was 52.73, and standard deviation (SD) of pre-test of Experimental class was 3.542.

## 2. Post-test

### a. Mean and Standard Deviation Post-Test of Control Class

Based on the table above, it could be seen that the mean (Mx) of post-test of control class was 56,43 and standard deviation (SD) of post-test of control class was 4.216.

### b. Mean and Standard Deviation Post-Test of Experimental class

Based on the table above, it could be seen that the mean (Mx) of post-test of experimental class was 70.87, and standard deviation (SD) of pre-test of Experimental class was 3.048.

## 6. Analysis of Students' Post-Test of Control Class

Table 21  
The students' speaking score at post-test of control class

No	Student	Score
1	Student 1	54
2	Student 2	54
3	Student 3	60
4	Student 4	58
5	Student 5	58
6	Student 6	62
7	Student 7	56
8	Student 8	54
9	Student 9	52
10	Student 10	56
11	Student 11	62
12	Student 12	66
13	Student 13	66
14	Student 14	62
15	Student 15	54

<b>16</b>	Student 16	54
<b>17</b>	Student 17	54
<b>18</b>	Student 18	48
<b>19</b>	Student 19	52
<b>20</b>	Student 20	50
<b>21</b>	Student 21	54
<b>22</b>	Student 22	52
<b>23</b>	Student 23	54
<b>24</b>	Student 24	52
<b>25</b>	Student 25	52
<b>26</b>	Student 26	58
<b>27</b>	Student 27	54
<b>28</b>	Student 28	56
<b>29</b>	Student 29	56
<b>30</b>	Student 30	54
	Mean	56.43

The writer could classify the score as follows:

Table 22  
The classification of students' score of post-test of control class

No	Categories	Score	Frequency	percentages
1	Very Good	80-100	-	0%
2	Good	66-79	2	
3	Enough	56-65	11	
4	Less	40-55	17	
5	Fail	30-39	-	0%
Total				100%

Based on the table above, it could be seen that the classification of the students' score : the category number 1 showed no frequency (0%), the category number 2 showed 2 frequency, the category number 3 showed 11 frequency, category number 4 showed 17 frequency and category number 5 showed no frequency.

Based on the formulation of the problem, it could be seen the result of research that students' ability in speaking without using persuasive speech technique (control class) majority got score among 40-55. Thus the control class could be classified **less category**.

## 7. Data Analysis of Students' Post-Test of Control Class of Experimental Class

Table 23

The students' speaking score of post-test in experimental class

No	Student	Score
<b>1</b>	Student 1	70
<b>2</b>	Student 2	72
<b>3</b>	Student 3	72
<b>4</b>	Student 4	72
<b>5</b>	Student 5	74
<b>6</b>	Student 6	68
<b>7</b>	Student 7	70
<b>8</b>	Student 8	70
<b>9</b>	Student 9	68
<b>10</b>	Student 10	70
<b>11</b>	Student 11	72
<b>12</b>	Student 12	70
<b>13</b>	Student 13	78
<b>14</b>	Student 14	74
<b>15</b>	Student 15	72
<b>16</b>	Student 16	78
<b>17</b>	Student 17	76
<b>18</b>	Student 18	70
<b>19</b>	Student 19	72
<b>20</b>	Student 20	72
<b>21</b>	Student 21	68
<b>22</b>	Student 22	70
<b>23</b>	Student 23	68
<b>24</b>	Student 24	72
<b>25</b>	Student 25	68
<b>26</b>	Student 26	66
<b>27</b>	Student 27	72
<b>28</b>	Student 28	66
<b>29</b>	Student 29	68
<b>30</b>	Student 30	68
	Mean	<b>70.87</b>

The writer could classify the score as follows:

Table 24  
The classification of students' score of post-test of control class

No	Categories	Score	Frequency	percentages
1	Very Good	80-100	-	0%
2	Good	66-79	30	100%
3	Enough	56-65	-	0%
4	Less	40-55	-	0%
5	Fail	30-39	-	0%
Total				100%

Based on the table above, it could be seen that the classification of the students' score: the category number 1 showed no frequency (0%), the category number 2 showed 30 frequency (100%), the category number 3, 4 and 5 showed no frequency (0%). The table above showed that the highest percentages of experimental class were 100%.

Based on the formulation of the problem, it could be seen that students' ability in speaking by using persuasive speech technique (experimental class) majority got score among 66-79 with percentages 100%. Thus, experimental class could be classified into **good category**.

#### **D. The Analysis of T-Test**

**Table 25**  
**Group Statistic**

##### **Group Statistic**

	N	Mean	Std. Deviation	Std. Error Mean
Experimental class	30	70.87	3.048	.557
Control class	30	56.43	4.216	.799

Based on the table above, it could be seen that the total students from each class, the control class consisted of 30 students and also experimental class. The mean of experimental class was 70.87, and the mean of control class was 56.43. standard deviation from experimental



class was 3.048 and standard deviation of control class was 4.216. standard error mean of experimental class was 0.557 and control class was 0.799.

Table 26  
Independent Sample Test

	Levene's Test for Equality of Variance		T-Test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Postcon Equal Variances Assumed	3.467	068	15.196	58	.000	14.433	.950	16.335	12.532
Equal Variance Not assumed			15.196	52.815	.000	14.433	.950	16.339	12.532

Based on the output above, it answered the hypothesis of the research that  $H_0$  was rejected and  $H_a$  was accepted because  $0.068 < 0.05$ .

From the output above, it could be seen that the score t-test was 15.196 with  $df = 58$ , because  $df = 58$  was not found from 't' table (tt) so, the researcher took  $df = 60$ . Mean difference was 14.433 and standard error difference was 0.950. lower interval of the difference was 16.335 and upper confidence difference was 12.532.

If  $t_o$  (t observation) = 15.196 compared with  $t_t$  with  $df = 60$ , the t critic point was:

Significant 5% = 0.250

Significant 1% = 0.325

It could be seen that  $t_o$  was higher than  $t_t$  in significant 5% and 1% ( $0.250 < 15.196 > 0.325$ ). it means  $H_o$  was rejected and  $H_a$  was accepted, or there was a significant difference on students' speaking ability between using persuasive speech technique and without using persuasive speech technique toward students' speaking ability of the second year of SMAN 12 Pekanbaru.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Referring to the data analysis and data presentation in the chapter IV, finally the researcher concludes that the answer of the information of the problem:

1. Students' speaking ability of the second year at SMAN 12 Pekanbaru taught by using ordinary technique is lower than using the persuasive speech technique.
2. Students' speaking ability of the second year students at SMAN 12 Pekanbaru taught by using persuasive speech technique is higher than using ordinary technique.
3. The mean of students' speaking ability taught by using conventional technique is different from students' speaking ability by using the persuasive speech technique of the second year students at SMAN 12 Pekanbaru.
4. The persuasive speech technique gives significant effect toward students' speaking ability of the second year students at SMAN 12 Pekanbaru. It can be seen from the result of the percentage of coefficient effect.

#### **B. Suggestion**

Recalling the result of this study, the writer would like to propose some suggestions. They are as follows:

##### **1. Suggestion for teachers**

- a. Creating enjoyable teaching and learning in order to make students feel interested and not bored in doing their speaking exercise or tasks should be developed by English teacher, for example, by using the persuasive speech technique.
- b. Giving media will help the students in understanding English well in order to make them interest in improving their speaking English well.

**2. Suggestion for students**

- a. The students should study hard in studying by giving attention to the teacher's explanation.
- b. The students should be spirit in developing their speaking skill.

**3. Suggestion for the other researchers:**

- a. Finding new appropriate strategy, technique or media are one of good way in doing research for helping students in mastering English.

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## **LESSON PLAN**

**Name of school** : SMAN 12 PEKANBARU

**Subject** : English

**Class/ Semester** : XI IPA 1

**Aspect/ Skill** : Speaking

**Meeting** : 1

**Time Duration** : 3 X 45 Minutes

**Sub topic** : AFI/ Hortatory Exposition Text

### **Standard Competence**

1. Expressing the meaning in the short functional text and simple monologue in the form of hortatory exposition in daily life context and to access the knowledge

### **Basic competence**

1. Expressing the meaning in the simple monologue which uses various spoken language accurately, fluency, and contextually in the form of hortatory exposition in daily life context and to access the knowledge.

### **The Cultures Value and National Characters**

Honest, tolerant, Solidarity, Loving, social care, responsibility

### **Entrepreneurship:**

1. Self Confidence
2. Task Orientation
3. Taking Risk

#### 4. Futuristic orientation

**Teaching Strategy :** The persuasive speech technique

The procedure of activity

1. Pre-Activity (pre-task activity)
  - a. Greeting, checking students' absent
  - b. The teacher motivates and stimulates the students to spirit in studying.
  - c. The teacher helps students to understand the theme and objectives of the task, the teacher explain the task that will be used for teaching and learning to the students.
2. While activity
  - a. The teacher explains the material that related to the hortatory Exposition Text.
  - b. Teacher gives some topics to the students
  - c. Teacher explains to students about what they are going to do with the topics by explaining about some ways how to persuade some people.
  - d. The teacher gives students and her or his partner about 10 minutes to prepare and plan their scenario of persuasive speech related to one of topics chosen.
  - e. Teacher asks students to role-play or making a situation related to their topic, it can be by putting the visual aid in front of the class.
  - f. The teacher asks the students to speak persuasively about 2-3 minutes.
  - g. The teacher gives time for others students to ask question for speaker.
  - h. The teacher corrects the student's answer and evaluates their speaking performance.
  - i. The teacher closing the materials
3. Post-test
  - a. The teacher asks the students whether they are having some trouble or not in material and their speaking skill
  - b. The teacher reviews the material and an activity and gives feedback to the students' speaking ability.

**Indicator**



- f. The students are able in expressing their ideas with good pronunciation.
- g. The students are able in expressing their ideas grammatically.
- h. The students are able to express their ideas with having good vocabulary choice.
- i. Students are able to express their ideas fluently
- j. The students are able to express their ideas to other by comprehending spoken language.

### **The lesson items**

The Hortatory Exposition/ the topics

1. Can AFI Guarantee One to be a Talented Singer?
2. Gambling should be legal in Indonesia

Example of the script :

#### Can AFI Guarantee One to be a Talented Singer?

No one can deny that AFI (Akademi Fantasi Indonesia) has fascinated many fans around the nation. As one of the many talent search shows, AFI is bound to be compared with other reality show such as ‘ Indonesian Idol’, ‘Katakan Cinta’, Playboy Kabel Bersaudara’, and so on.

AFI has offered a unique package for viewers; a combination between a reality show and a talent show. Their way of finding real entertainers has increased the public’s awareness of the difficulties in reaching the top in the entertainment business.

But frankly saying, AFI has not fully succeeded in reaching its main goal. If you take an objective look at a number of the winners, you will see that they are not yet able to fill the most basic requirements, which is to sing properly. This is ironic, considering all the criticisms coming from the judges about pitch tones, tempos, and everything that has to do with becoming a good singer.

Thus, if we want to improve the Indonesian music industry, we should really think about the singer’s and the musician’s talents and train them appropriately, so that they can be a professional singer or musician in the future.

## Source

1. Sudarwati, Th M., and Eudia Grace. 2006. *Look Ahead An English Course for Senior High School Students Year XI*. Jakarta: Erlangga.

## 2. Internet

## Assessment

a. Technique : Spoken

b. Form : Oral Test

c. Instrument :

1. Tell your own story persuasively in form of hortatory based on the topics given

d. Assessment

No	Speaking Skill	Score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
	Total	100

Pekanbaru, April 2013

Researcher

Known by

The English Teacher

Siswandi, S.Pd, M.Pd

Siti Zakiatun Nisa

Nim. 10914005094

Headmaster of  
SMAN 12 Pekanbaru

Dra. Hj. Zurina  
Nip. 196808211993032009

## **LESSON PLAN**

**Name of school** : SMAN 12 PEKANBARU

**Subject** : English

**Class/ Semester** : XI IPA 1

**Aspect/ Skill** : Speaking

**Meeting** : 2

**Time Duration** : 3 X 45 Minutes

**Sub topic** : Television for Social Construction/ Hortatory Exposition

### **Standard Competence**

2. Expressing the meaning in the short functional text and simple monologue in the form of hortatory exposition in daily life context and to access the knowledge

### **Basic competence**

2. Expressing the meaning in the simple monologue which uses various spoken language accurately, fluency, and contextually in the form of hortatory exposition in daily life context and to access the knowledge.

### **The Cultures Value and National Characters**

Honest, tolerant, Solidarity, Loving, social care, responsibility

### **Entrepreneurship:**

5. Self Confidence
6. Task Orientation

7. Taking Risk
8. Futuristic orientation

### **Teaching Strategy: The Persuasive Speech Technique**

#### The procedure of activity

4. Pre-Activity (pre-task activity)
  - d. Greeting, checking students' absent
  - e. The teacher motivates and stimulates the students to spirit in studying.
  - f. The teacher helps students to understand the theme and objectives of the task, the teacher explain the task that will be used for teaching and learning to the students.
5. While activity
  - j. The teacher explains the material that related to the hortatory.
  - k. Teacher gives some topics to the students
  - l. Teacher explains to students about what they are going to do with the topics by explaining about some ways how to persuade some people.
  - m. The teacher gives students and her or his partner about 10 minutes to prepare and plan their scenario of persuasive speech related to one of topics chosen.
  - n. Teacher asks students to role-play or making a situation related to their topic, it can be by putting the visual aid in front of the class.
  - o. The teacher asks the students to speak persuasively about 2-3 minutes.
  - p. The teacher gives time for others students to ask question for speaker.
  - q. The teacher corrects the student's answer and evaluates their speaking performance.
  - r. The teacher closing the materials
6. Post-test
  - c. The teacher asks the students whether they are having some trouble or not in material and their speaking skill
  - d. The teacher reviews the material and an activity and gives feedback to the students' speaking ability.

## Indicator

- k. The students are able in expressing their ideas with good pronunciation.
- l. The students are able in expressing their ideas grammatically.
- m. The students are able to express their ideas with having good vocabulary choice.
- n. Students are able to express their ideas fluently
- o. The students are able to express their ideas to other by comprehending spoken language.

## The lesson items

The hortatory exposition

- 1. Television for Social Construction
- 2. New Orde

Example the script :

### Television for Social Construction

Television is today a part of daily life. It is not only a source of entertainment but also news and information. television is also a valuable tool for science, education and industry

What makes television even more interesting is that action is accompanied by sound, so that we can see as well as hear what on the television. Today we can stay at home and enjoy entertainment that once could be seen only in cinema, theaters and sport arenas. Television enables to meet important people. It can bring important guests and important scene to receivers who are located anywhere.

Television has a great influence on our idea about what is right and what is wrong. It influences the way which we should behave. Television has close related to our life in general. Some times the value and life style we get from television are in conflict with those that we get at home and school.

Critics point out that crime and TV show often appeal to taste for violence, while many games and quizzes appeal to greedy. It is important to suggest that television should be used for socially constructive purpose for the shake of better life.

## Source

1. Sudarwati, Th M., and Eudia Grace. 2006. *Look Ahead An English Course for Senior High School Students Year XI*. Jakarta: Erlangga.

2. Internet

## Assessment

e. Technique : Spoken Language

f. Form : Oral Test

g. Instrument :

2. Tell your own story persuasively in form of hortatory based on the topics given

h. Assessment

No	Speaking Skill	Score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
	Total	100

Pekanbaru, April 2013

Known by

Researcher

The English Teacher

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Nim. 10914005094

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Nip. 196808211993032009



## **LESSON PLAN**

**Name of school** : SMAN 12 PEKANBARU

**Subject** : English

**Class/ Semester** : XI IPA 1

**Aspect/ Skill** : Speaking

**Meeting** : 3

**Time Duration** : 3 X 45 Minutes

**Sub topic** : Online Job/ Hortatory Exposition

### **Standard Competence**

3. Expressing the meaning in the short functional text and simple monologue in the form of narrative, spoof and hortatory exposition in daily life context and to access the knowledge

### **Basic competence**

3. Expressing the meaning in the simple monologue which uses various spoken language accurately, fluency, and contextually in the form of narrative, spoof and hortatory exposition in daily life context and to access the knowledge.

### **The Cultures Value and National Characters**

Honest, tolerant, Solidarity, Loving, social care, responsibility

### **Entrepreneurship:**

9. Self Confidence
10. Task Orientation
11. Taking Risk
12. Futuristic orientation

## **Teaching Strategy : The Persuasive Speech Technique**

### The procedure of activity

7. Pre-Activity (pre-task activity)
  - g. Greeting, checking students' absent
  - h. The teacher motivates and stimulates the students to spirit in studying.
  - i. The teacher helps students to understand the theme and objectives of the task, the teacher explain the task that will be used for teaching and learning to the students.
8. While activity
  - s. The teacher explains the material that related to the hortatory.
  - t. Teacher gives some topics to the students
  - u. Teacher explains to students about what they are going to do with the topics by explaining about some ways how to persuade some people.
  - v. The teacher gives students and her or his partner about 10 minutes to prepare and plan their scenario of persuasive speech related to one of topics chosen.
  - w. Teacher asks students to role-play or making a situation related to their topic, it can be by putting the visual aid in front of the class.
  - x. The teacher asks the students to speak persuasively about 2-3 minutes.
  - y. The teacher gives time for others students to ask question for speaker.
  - z. The teacher corrects the student's answer and evaluates their speaking performance.
  - aa. The teacher closing the materials
9. Post-test
  - e. The teacher asks the students whether they are having some trouble or not in material and their speaking skill
  - f. The teacher reviews the material and an activity and gives feedback to the students' speaking ability.

### **Indicator**

- p. The students are able in expressing their ideas with good pronunciation.

- q. The students are able in expressing their ideas grammatically.
- r. The students are able to express their ideas with having good vocabulary choice.
- s. Students are able to express their ideas fluently
- t. The students are able to express their ideas to other by comprehending spoken language.

### **The lesson items**

#### **Hortatory Exposition**

1. Online Job
2. Jual Beli.com

Example of the script :

#### **Online Job**

Online jobs are selected in part-time employment for many, and some have taken more seriously. A growing number of people are willing to take a job online. Working online has its advantages if we manage effectively. Why not?

It offers flexibility and convenience that no other job can give. We can work from home with minimal investment and get a good income. The idea of adding weight to our pocket and makes life easier and comfortable is the most reassuring.

The reason behind this great opportunity is that every day there are new companies to join. Every day and every minute, men are seeking information about everything under the sky of the Internet.

As we know, the Internet is the answer to every question, web sites need to update each section and also add reports on developments that have recently joined. Therefore, it is an expansive space for articles.

There are a number of jobs we can work online. Some of them which strongly recommended are writing, marketing, stock trading, and online education. However we should be very careful because scamming opportunities are always there.

### **Source**

1. Sudarwati, Th M., and Eudia Grace. 2006. *Look Ahead An English Course for Senior High School Students Year XI*. Jakarta: Erlangga.

2. Internet

### **Assessment**

i. Technique : Spoken Language

j. Form : Oral Test

k. Instrument :

3. Tell your own story persuasively in form of hortatory based on the topics given

l. Assessment

No	Speaking Skill	Score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
	Total	100

Pekanbaru, April 2013

Researcher

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## **LESSON PLAN**

**Name of school : SMAN 12 PEKANBARU**

**Subject : English**

**Class/ Semester : XI IPA 1**

**Aspect/ Skill : Speaking**

**Meeting : 4**

**Time Duration : 3 X 45 Minutes**

**Sub topic : The Importance of Speaking English/ Hortatory Exposition**

### **Standard Competence**

4. Expressing the meaning in the short functional text and simple monologue in the form of narrative, spoof and hortatory exposition in daily life context and to access the knowledge

### **Basic competence**

4. Expressing the meaning in the simple monologue which uses various spoken language accurately, fluency, and contextually in the form of narrative, spoof and hortatory exposition in daily life context and to access the knowledge.

### **The Cultures Value and National Characters**

Honest, tolerant, Solidarity, Loving, social care, responsibility

### **Entrepreneurship:**

13. Self Confidence
14. Task Orientation
15. Taking Risk
16. Futuristic orientation

## **Teaching Strategy : The Persuasive Speech Technique**

The procedure of activity

### 10. Pre-Activity (pre-task activity)

- j. Greeting, checking students' absent
- k. The teacher motivates and stimulates the students to spirit in studying.
- l. The teacher helps students to understand the theme and objectives of the task, the teacher explain the task that will be used for teaching and learning to the students.

### 11. While activity

- bb. The teacher explains the material that related to the hortatory.
- cc. Teacher gives some topics to the students
- dd. Teacher explains to students about what they are going to do with the topics by explaining about some ways how to persuade some people.
- ee. The teacher gives students and her or his partner about 10 minutes to prepare and plan their scenario of persuasive speech related to one of topics chosen.
- ff. Teacher asks students to role-play or making a situation related to their topic, it can be by putting the visual aid in front of the class.
- gg. The teacher asks the students to speak persuasively about 2-3 minutes.
- hh. The teacher gives time for others students to ask question for speaker.
- ii. The teacher corrects the student's answer and evaluates their speaking performance.
- jj. The teacher closing the materials

### 12. Post-test

- g. The teacher asks the students whether they are having some trouble or not in material and their speaking skill
- h. The teacher reviews the material and an activity and gives feedback to the students' speaking ability.

## **Indicator**

- u. The students are able in expressing their ideas with good pronunciation.
- v. The students are able in expressing their ideas grammatically.
- w. The students are able to express their ideas with having good vocabulary choice.
- x. Students are able to express their ideas fluently
- y. The students are able to express their ideas to other by comprehending spoken language.

### **The lesson items**

1. The Importance of Speaking English
2. The importance of reading

Example of the script:

#### **The Importance of Speaking English**

English nowadays has an important role in our daily life. It is the massive means of communication. Is there a strong argument which says that English will not give any benefit?

Learning to speak English well may be the best way to improve our life. It seems all the people in the world have agreed to use English to talk to each other. About 1,500,000,000 people in the world speak English. While another 1,000,000,000 are still learning English.

If we can communicate in English, we can contact people from all over the world. We can talk about our ideas and opinions on Internet discussion groups. We can chat with other interesting people to learn about their life and culture.

If we can communicate in English, we can travel more easily. English is spoken in more than 100 countries. If we lost, we can ask directions or ask for help. Who knows, English will save our life somewhere someday.

That is why we should make every effort possible to find somebody to speak with. Where can we find people who can speak English with us? We can find them at school, shopping mall, tourist destination, etc

Above all, don't be afraid to speak English. We must try to speak, even if we make mistakes. We cannot learn without mistakes. So, speak English as much as possible!



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## Source

1. Sudarwati, Th M., and Eudia Grace. 2006. *Look Ahead An English Course for Senior High School Students Year XI*. Jakarta: Erlangga.

## 2. Internet

## Assessment

m. Technique : Spoken Language

n. Form : Oral Test

o. Instrument :

4. Tell your own story persuasively in form of hortatory based on the topics given

p. Assessment

No	Speaking Skill	Score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
	Total	100

Known by  
The English Teacher

Siswandi, S.Pd, M.Pd

Pekanbaru, April 2013  
Researcher

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## **LESSON PLAN**

**Name of school** : SMAN 12 PEKANBARU

**Subject** : English

**Class/ Semester** : XI IPA 1

**Aspect/ Skill** : Speaking

**Meeting** : 5

**Time Duration** : 3 X 45 Minutes

**Sub topic** : Tourism Benefit on Local People/ Hortatory Exposition

### **Standard Competence**

5. Expressing the meaning in the short functional text and simple monologue in the form of narrative, spoof and hortatory exposition in daily life context and to access the knowledge

### **Basic competence**

5. Expressing the meaning in the simple monologue which uses various spoken language accurately, fluency, and contextually in the form of narrative, spoof and hortatory exposition in daily life context and to access the knowledge.

### **The Cultures Value and National Characters**

Honest, tolerant, Solidarity, Loving, social care, responsibility

### **Entrepreneurship:**

17. Self Confidence
18. Task Orientation
19. Taking Risk
20. Futuristic orientation

## **Teaching Strategy : The Persuasive Speech Technique**

### The procedure of activity

#### 13. Pre-Activity (pre-task activity)

- m. Greeting, checking students' absent
- n. The teacher motivates and stimulates the students to spirit in studying.
- o. The teacher helps students to understand the theme and objectives of the task, the teacher explain the task that will be used for teaching and learning to the students.

#### 14. While activity

- kk. The teacher explains the material that related to the hortatory.
- ll. Teacher gives some topics to the students
- mm. Teacher explains to students about what they are going to do with the topics by explaining about some ways how to persuade some people.
- nn. The teacher gives students and her or his partner about 10 minutes to prepare and plan their scenario of persuasive speech related to one of topics chosen.
- oo. Teacher asks students to role-play or making a situation related to their topic, it can be by putting the visual aid in front of the class.
- pp. The teacher asks the students to speak persuasively about 2-3 minutes.
- qq. The teacher gives time for others students to ask question for speaker.
- rr. The teacher corrects the student's answer and evaluates their speaking performance.
- ss. The teacher closing the materials

#### 15. Post-test

- i. The teacher asks the students whether they are having some trouble or not in material and their speaking skill
- j. The teacher reviews the material and an activity and gives feedback to the students' speaking ability.

### **Indicator**

- z. The students are able in expressing their ideas with good pronunciation.

- aa. The students are able in expressing their ideas grammatically.
- bb. The students are able to express their ideas with having good vocabulary choice.
- cc. Students are able to express their ideas fluently
- dd. The students are able to express their ideas to other by comprehending spoken language.

### **The lesson items**

- 1. Tourism Benefit on Local People**
- 2. Free Sex is Bed**

Example of the script :

#### **Tourism Benefit on Local People**

What is the benefit of tourism for local people? Well, Tourism is now a huge contributor to the economies of most countries. Tourism industries can bring money, job vacancy and advancement especially to developing regions. However, this money often goes into the pockets of foreign investors, and only rarely benefits for local people.

Tourism industries will not give much benefit for local people if, for example, multinational hotel chains don't care about the surrounding nature when they build new hotels. This can cause many social, cultural and geographical problems. Some local people may get job and money from that International hotel chain. However in case of missing that opportunity, some of them still have their own environment.

Moreover, some facts show that tourists tend to go, visit and spend their money in restaurants, bars and even luxury hotels of those multinational chains. They less go to such places; restaurant, bar, hotel, shop which are owned by local people. This can prevent the local people's business from becoming even larger.

Most important thing, tours or excursions of tourism have little effect on nature. Even it can disrupt or destroy ecosystems and environments, and if it does, the local people will get the risk.

So the local government policies should be put in place to ensure that tourism will make

the benefit spreading widely. The policies should guarantee that tourism will not cause any harm to any local people or places.

## Source

1. Sudarwati, Th M., and Eudia Grace. 2006. *Look Ahead An English Course for Senior High School Students Year XI*. Jakarta: Erlangga.

2. Internet

## Assessment

q. Technique : Spoken Language

r. Form : Oral Test

s. Instrument :

5. Tell your own story persuasively in form of hortatory based on the topics given

t. Assessment

No	Speaking Skill	Score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
	Total	100

Pekanbaru, April 2013

Researcher

Known by

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## **LESSON PLAN**

**Name of school** : SMAN 12 PEKANBARU

**Subject** : English

**Class/ Semester** : XI IPA 1

**Aspect/ Skill** : Speaking

**Meeting** : 6

**Time Duration** : 3 X 45 Minutes

**Sub topic** : Learning English through music and songs is Fun/ Hortatory Exposition

### **Standard Competence**

6. Expressing the meaning in the short functional text and simple monologue in the form of narrative, spoof and hortatory exposition in daily life context and to access the knowledge

### **Basic competence**

6. Expressing the meaning in the simple monologue which uses various spoken language accurately, fluency, and contextually in the form of narrative, spoof and hortatory exposition in daily life context and to access the knowledge.

### **The Cultures Value and National Characters**

Honest, tolerant, Solidarity, Loving, social care, responsibility

### **Entrepreneurship:**

21. Self Confidence
22. Task Orientation
23. Taking Risk
24. Futuristic orientation



## **Teaching Strategy : The Persuasive Speech Technique**

### **The Procedure of Activity**

#### **16. Pre-Activity (pre-task activity)**

- p. Greeting, checking students' absent
- q. The teacher motivates and stimulates the students to spirit in studying.
- r. The teacher helps students to understand the theme and objectives of the task, the teacher explain the task that will be used for teaching and learning to the students.

#### **17. While activity**

- tt. The teacher explains the material that related to the hortatory.
- uu. Teacher gives some topics to the students
- vv. Teacher explains to students about what they are going to do with the topics by explaining about some ways how to persuade some people.
- ww. The teacher gives students and her or his partner about 10 minutes to prepare and plan their scenario of persuasive speech related to one of topics chosen.
- xx. Teacher asks students to role-play or making a situation related to their topic, it can be by putting the visual aid in front of the class.
- yy. The teacher asks the students to speak persuasively about 2-3 minutes.
- zz. The teacher gives time for others students to ask question for speaker.
- aaa. The teacher corrects the student's answer and evaluates their speaking performance.
- bbb. The teacher closing the materials

#### **18. Post-test**

- k. The teacher asks the students whether they are having some trouble or not in material and their speaking skill
- l. The teacher reviews the material and an activity and gives feedback to the students' speaking ability.

### **Indicator**

- ee. The students are able in expressing their ideas with good pronunciation.
- ff. The students are able in expressing their ideas grammatically.
- gg. The students are able to express their ideas with having good vocabulary choice.
- hh. Students are able to express their ideas fluently
- ii. The students are able to express their ideas to other by comprehending spoken language.

### **The lesson items**

#### The Hortatory Exposition

1. Learning English through music and songs is Fun
2. Polygamy is good

#### Learning English through music and songs is Fun

Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means to your English progress. Some underlying reason can be drawn to support the idea why we use songs in language learning.

Firstly, “the song stuck in my head” Phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping malls, etc) can be both enjoyable and sometimes unnerving. This phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory.

Secondly, songs in general also use simple conversational language, with a lot of repetition, which is just what many learners look for sample text. The fact that they are effective makes them many times more motivating than other text. Although usually simple, some songs can be quite complex syntactically, lexically and poetically, and can be analyzed in the same way as any other literary sample.

Furthermore, song can be appropriated by listener for their own purpose. Most pop songs and probably many other types don’t have precise people, place or time reference.

In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within one group. Little wonder they are important tools in sustaining culture, religion, patriotism and yeas, even revolution.

Last but not least, there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

## Source

1. Sudarwati, Th M., and Eudia Grace. 2006. *Look Ahead An English Course for Senior High School Students Year XI*. Jakarta: Erlangga.

2. Internet

## Assessment

u. Technique : Spoken Language

v. Form : Oral Test

w. Instrument :

6. Tell your own story persuasively in form of hortatory based on the topics given

x. Assessment

No	Speaking Skill	Score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
	Total	100

Pekanbaru, April 2013

Known by

Researcher

The English Teacher

Siswandi, S.Pd, M.Pd

Siti Zakiatun Nisa

Nim. 10914005094

Headmaster of  
SMAN 12 Pekanbaru

Dra. Hj. Zurina  
Nip. 196808211993032009

## **LESSON PLAN**

**Name of school** : SMAN 12 PEKANBARU

**Subject** : English

**Class/ Semester** : XI IPA 1

**Aspect/ Skill** : Speaking

**Meeting** : 7

**Time Duration** : 3 X 45 Minutes

**Sub topic** : More Dust Bins Is leaner/ Hortatory Exposition

### **Standard Competence**

7. Expressing the meaning in the short functional text and simple monologue in the form of narrative, spoof and hortatory exposition in daily life context and to access the knowledge

### **Basic competence**

7. Expressing the meaning in the simple monologue which uses various spoken language accurately, fluency, and contextually in the form of narrative, spoof and hortatory exposition in daily life context and to access the knowledge.

### **The Cultures Value and National Characters**

Honest, tolerant, Solidarity, Loving, social care, responsibility

### **Entrepreneurship:**

25. Self Confidence
26. Task Orientation
27. Taking Risk
28. Futuristic orientation

**Teaching Strategy** : The Persuasive Speech Technique

## The procedure of activity

### 19. Pre-Activity (pre-task activity)

- s. Greeting, checking students' absent
- t. The teacher motivates and stimulates the students to spirit in studying.
- u. The teacher helps students to understand the theme and objectives of the task, the teacher explain the task that will be used for teaching and learning to the students.

### 20. While activity

- ccc. The teacher explains the material that related to the hortatory.
- ddd. Teacher gives some topics to the students
- eee. Teacher explains to students about what they are going to do with the topics by explaining about some ways how to persuade some people.
- fff. The teacher gives students and her or his partner about 10 minutes to prepare and plan their scenario of persuasive speech related to one of topics chosen.
- ggg. Teacher asks students to role-play or making a situation related to their topic, it can be by putting the visual aid in front of the class.
- hhh. The teacher asks the students to speak persuasively about 2-3 minutes.
- iii. The teacher gives time for others students to ask question for speaker.
- jjj. The teacher corrects the student's answer and evaluates their speaking performance.
- kkk. The teacher closing the materials

### 21. Post-test

- m. The teacher asks the students whether they are having some trouble or not in material and their speaking skill
- n. The teacher reviews the material and an activity and gives feedback to the students' speaking ability.

## Indicator

- jj. The students are able in expressing their ideas with good pronunciation.

- kk. The students are able in expressing their ideas grammatically.
- ll. The students are able to express their ideas with having good vocabulary choice.
- mm. Students are able to express their ideas fluently
- nn. The students are able to express their ideas to other by comprehending spoken language.

### **The lesson items**

#### The Hortatory Exposition

1. More Dust Bins Is leaner
2. Homeschooling should be deleted

Example of the script :

More Dust Bins Is leaner
<p>Dear friend,</p> <p>Are you tired of the daily grind? Sick of working all hours of the day for little reward? Tired of having enough money to really enjoy yourself? Well, now there is a way out.</p> <p>We can show the way to give up work. Sit back and make millions for yourself and your loved ones on property market.</p> <p>Albert Smith felt just like you until he read our leaflet. Now he drives a sport car around the South of France and his wife has one of her own too.</p>

### **Source**

1. . Sudarwati, Th M., and Eudia Grace. 2006. *Look Ahead An English Course for Senior High School Students Year XI*. Jakarta: Erlangga.
2. Internet

### **Assessment**

- y. Technique : Spoken Language

z. Form : Oral Test

aa. Instrument :

7. Tell your own story persuasively in form of hortatory based on the topics given

bb. Assessment

No	Speaking Skill	Score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
	Total	100



Pekanbaru, April 2013

Known by  
The English Teacher

Researcher

Siswandi, S.Pd, M.Pd

Siti Zakiatun Nisa

Nim. 10914005094

Headmaster of  
SMAN 12 Pekanbaru

Dra. Hj. Zurina  
Nip. 196808211993032009

## LESSON PLAN

**Name of school** : SMAN 12 PEKANBARU

**Subject** : English

**Class/ Semester** : XI IPA 1

**Aspect/ Skill** : Speaking

**Meeting** : 8

**Time Duration** : 3 X 45 Minutes

**Sub topic** : Corruption / Hortatory Exposition

### Standard Competence

8. Expressing the meaning in the short functional text and simple monologue in the form of narrative, spoof and hortatory exposition in daily life context and to access the knowledge

### Basic competence

8. Expressing the meaning in the simple monologue which uses various spoken language accurately, fluency, and contextually in the form of narrative, spoof and hortatory exposition in daily life context and to access the knowledge.

### The Cultures Value and National Characters

Honest, tolerant, Solidarity, Loving, social care, responsibility

### Entrepreneurship:

29. Self Confidence
30. Task Orientation
31. Taking Risk
32. Futuristic orientation

## **Teaching Strategy : The Persuasive Speech Technique**

### The procedure of activity

#### 22. Pre-Activity (pre-task activity)

- v. Greeting, checking students' absent
- w. The teacher motivates and stimulates the students to spirit in studying.
- x. The teacher helps students to understand the theme and objectives of the task, the teacher explain the task that will be used for teaching and learning to the students.

#### 23. While activity

- lll. The teacher explains the material that related to the hortatory.
- mmm. Teacher gives some topics to the students
- nnn. Teacher explains to students about what they are going to do with the topics by explaining about some ways how to persuade some people.
- ooo. The teacher gives students and her or his partner about 10 minutes to prepare and plan their scenario of persuasive speech related to one of topics chosen.
- ppp. Teacher asks students to role-play or making a situation related to their topic, it can be by putting the visual aid in front of the class.
- qqq. The teacher asks the students to speak persuasively about 2-3 minutes.
- rrr. The teacher gives time for others students to ask question for speaker.
- sss. The teacher corrects the student's answer and evaluates their speaking performance.
- ttt. The teacher closing the materials

#### 24. Post-test

- o. The teacher asks the students whether they are having some trouble or not in material and their speaking skill
- p. The teacher reviews the material and an activity and gives feedback to the students' speaking ability.

### **Indicator**

- oo. The students are able in expressing their ideas with good pronunciation.

- pp. The students are able in expressing their ideas grammatically.
- qq. The students are able to express their ideas with having good vocabulary choice.
- rr. Students are able to express their ideas fluently
- ss. The students are able to express their ideas to other by comprehending spoken language.

### **The lesson items**

#### The Hortatory Exposition

1. Corruption
2. Bad effect of online game

#### Corruption

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is commend everywhere in the world. Even in Indonesia. Many politicians in Indonesia bride the police even officials, as we saw in TV nowadays.

Well, I think the measures to overcome the problem, by punishing the corruptors are still not far enough. We have to prevent the younger generations, from getting a bad mentality caused by corruption.

I believe, we should start at the earliest thing in school and I think everyone should be involved. In the effort to eradicate corruption. We must not make any distinctions. Stay away from corruption.

### **Source**

1. . Sudarwati, Th M., and Eudia Grace. 2006. *Look Ahead An English Course for Senior High School Students Year XI*. Jakarta: Erlangga.

2. Internet

### **Assessment**

cc. Technique : Spoken Language

dd. Form : Oral Test

ee. Instrument :

8. Tell your own story persuasively in form of hortatory based on the topics given

ff. Assessment

No	Speaking Skill	Score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
	Total	100

Pekanbaru, April 2013

Known by  
The English Teacher

Researcher

Siswandi, S.Pd, M.Pd

Siti Zakiatun Nisa

Nim. 10914005094

Headmaster of  
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Dra. Hj. Zurina  
Nip. 196808211993032009

### The Example of Students Speaking Script of Pre-Test Class

Kind of Class	Pr-Test
Control Class	<p>Okey my friends..good morning? I will tell you about female president. I think, female president is good, right....? like megawati sukarno putri. Ee.... The first presidence is man, second is man, the third is man, and the fourth is women. In my opinion megawati is good..e... presidence. e.... because e... he.. eh..she... can make our country become more ..more.. better. Oke I think that all. Assalamualaikum.</p>
Experimental Class	<p>Hai my friends, Assalamualaikum, Wr.Wb</p> <p>Let me introduce my self. My name is Arif Fadilah, e.... in this opportunity, in this opportunity, I would like to tell you about phone.</p> <p>e....as we know the general function from phone, the first , you can send massage to other people, and you can call people. And the second function, you can save the picture video, music and other. And the third function you can use from this phone and the second materi that is network, the first a... we can get the new information, we can use the social media in network, like face book, twitter and other</p> <p>Oke thank you</p>

### The Example of Students ‘ Speking Sktripts of Post Test Class

Kind of Class	Post-test
Control Class	<p>Assalamualaikim...</p> <p>Oke ladies and gentelment, I would like to tell you about corruption. Do you know what the meaning of corruption is?... ... what is the relation ... between..between .. corruption and money? Well corruption is something usual that happen in our country, and we can see the information about....corruption in Tv, magazine, news paper and Etc.</p> <p>Well , I think the measure to overcome the problem, we should punishing the corruptor. In think everyone should be involved. We must not make any distinctions. Last words from me “ stay a way from corruption” oke thank you very much .wasalamualaikum.</p>
Experimental Class	<p>Assalamualaikum, Wr. Wb.</p> <p>E... the first, my name is Arif Fadilah, In this opportunity, I would like to tell you about Jual beli.com</p> <p>Jual beli.com is one of the thousand sites in the world, e... this is a great sites and very popular in Indonesia, e... the firstly, the firstly I think e... this is sites can e... meet the seller and buyer and have connection only in one site. This is sites e...e... the just on... you just need four, ten or fifteen minutes, e... if you use this. And the secondly, if you use and join with jual beli.com you just need short way. The first, you just open the Google and write jual beli.com in the search step and next you can see the home page jual beli.com and you write what the material did you need, in jual beli .com e..will be give you all material, all object, all things and everything that you need.</p> <p>Thirdly, jual beli.com have the short way to the seller and buyer to</p>



	<p>meet and have connection in one site. This site a..can give you steps to easy to get what the material did you need, and finally I will hope and I will feel very happy if you use and join with us in <a href="http://jual.beli.com">jual.beli.com</a>. why because I am so sure, you need the short way, you just need click, meet and deal. thanks</p>
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**The students' Speaking Score of SMAN 12 Pekanbaru at the Pre-test of Control Class from Two Raters**

No	Students	Speaking Skill									
		Accent		Grammar		Vocabulary		Fluency		Comp.	
		Rater		Rater		Rater		Rater		Rater	
		1	2	1	2	1	2	1	2	1	2
1	S1	2	2	2	2	3	2	3	2	3	2
2	S2	2	2	2	3	2	3	2	3	3	3
3	S3	2	2	2	2	2	2	2	2	2	2
4	S4	2	3	2	3	3	3	3	3	3	3
5	S5	2	1	2	2	2	2	3	2	3	2
6	S6	2	2	2	3	3	2	2	3	2	3
7	S7	2	2	2	2	2	3	2	2	3	2
8	S8	2	2	2	2	2	3	2	3	3	3
9	S9	2	3	2	2	3	3	3	2	3	3
10	S10	2	3	2	3	2	2	2	3	2	3
11	S11	2	3	2	3	2	3	2	3	2	3
12	S12	2	2	2	2	2	3	2	2	2	2
13	S13	3	2	3	2	3	2	3	2	3	2
14	S14	2	3	2	3	2	2	2	3	2	3

15	S15	2	3	2	3	2	3	2	3	3	3
16	S16	3	2	3	2	3	3	3	3	3	3
17	S17	2	2	2	2	2	2	2	3	2	3
18	S18	2	2	2	2	2	2	2	2	3	3
19	S19	2	3	2	3	2	2	2	3	3	3
20	S20	2	3	2	3	2	3	2	3	2	3
21	S21	3	2	3	2	3	3	3	2	3	2
22	S22	2	2	2	2	2	2	2	2	2	2
23	S23	2	2	2	2	2	2	2	2	2	2
24	S24	2	3	2	2	2	2	2	2	2	2
25	S25	2	3	2	3	2	2	2	2	3	3
26	S26	2	2	3	3	3	2	3	3	3	3
27	S27	2	2	2	3	2	2	2	3	2	3
28	S28	2	2	2	2	2	2	2	3	3	3
29	S29	2	2	2	2	3	2	3	2	3	2
30	S30	2	3	2	2	2	2	2	2	2	2

Pekanbaru, 1 April 2013

RATER 1

Yasir Amri, M.Pd

RAT2ER 2

Dedy Wahyudi, M.Pd

**The students' speaking score of SMAN 12 Pekanbaru at the post-test of Control Class from  
Two Raters**

No	Students	Speaking Skill									
		Accent		Grammar		Vocabulary		Fluency		Comp.	
		Rater		Rater		Rater		Rater		Rater	
		1	2	1	2	1	2	1	2	1	2
1	S1	2	2	2	2	3	2	3	2	3	2
2	S2	2	2	2	2	2	2	2	2	3	3
3	S3	2	2	2	2	2	2	2	2	2	3
4	S4	2	3	2	2	3	2	3	3	3	3
5	S5	2	2	2	2	2	2	2	3	3	3
6	S6	2	2	2	2	2	3	2	3	2	3
7	S7	2	2	2	2	2	3	2	3	3	3
8	S8	2	3	2	2	3	3	2	3	3	3
9	S9	2	3	2	2	3	3	2	3	2	3
10	S10	2	3	2	3	2	3	2	3	3	3
11	S11	2	3	3	3	3	3	3	3	3	4
12	S12	2	2	2	2	3	2	2	3	3	3
13	S13	3	2	3	2	3	2	3	3	3	3
14	S14	2	3	2	3	2	3	2	3	2	4
15	S15	2	3	2	3	2	3	3	3	3	4
16	S16	3	3	3	2	4	3	3	3	4	3
17	S17	2	3	2	3	2	3	2	3	3	4

18	S18	2	3	2	3	2	3	3	3	3	3
19	S19	2	3	2	2	2	3	2	4	3	4
20	S20	2	3	2	2	2	3	2	3	3	4
21	S21	3	2	3	3	4	3	3	4	3	3
22	S22	2	2	2	3	3	2	3	4	3	4
23	S23	2	2	2	2	2	3	2	3	2	3
24	S24	2	3	2	3	2	3	2	3	2	3
25	S25	2	3	2	3	2	3	2	3	3	3
26	S26	3	3	3	2	3	3	3	4	3	4
27	S27	2	3	2	2	2	2	2	3	3	4
28	S28	2	3	2	2	3	3	3	4	3	3
29	S29	2	2	2	3	3	2	3	4	3	3
30	S30	2	2	2	2	2	2	2	3	3	2

Pekanbaru, April 2013

RATER 1

RATER 2

Yasir Amri, M.Pd

Dedy Wahyudi, M.Pd

**The students' speaking score of SMAN 12 Pekanbaru at the pre-test of Experimental Class  
from Two Raters**

No	Students	Speaking Skill									
		Accent		Grammar		Vocabulary		Fluency		Comp.	
		Rater		Rater		Rater		Rater		Rater	
		1	2	1	2	1	2	1	2	1	2
1	S1	2	2	2	2	3	2	2	2	3	2
2	S2	2	3	2	3	2	3	2	3	3	3
3	S3	2	3	2	3	2	2	2	2	2	2
4	S4	2	3	2	2	3	2	2	3	3	2
5	S5	3	2	3	3	3	2	3	3	3	2
6	S6	2	2	2	3	2	2	2	2	3	2
7	S7	2	2	2	3	2	2	2	2	2	3
8	S8	2	3	2	2	2	2	2	3	3	3
9	S9	3	2	3	2	3	2	3	3	3	3
10	S10	2	3	2	2	2	2	2	3	2	2
11	S11	2	2	2	2	2	2	2	2	2	2
12	S12	3	2	3	2	3	2	3	2	3	2
13	S13	2	2	2	3	3	2	2	2	2	3
14	S14	2	2	2	3	3	2	2	3	2	2
15	S15	3	3	3	3	3	2	3	2	3	2
16	S16	2	2	2	3	2	2	2	3	2	2

17	S17	2	3	2	2	2	2	2	3	2	3
18	S18	2	3	2	3	2	2	2	3	3	3
19	S19	3	2	3	3	3	3	3	3	3	2
20	S20	2	3	2	2	2	2	2	2	3	3
21	S21	2	3	2	2	3	2	2	2	3	3
22	S22	2	2	2	2	3	3	2	2	3	3
23	S23	2	2	2	2	2	3	2	2	2	2
24	S24	2	2	2	3	3	2	2	2	2	2
25	S25	2	2	2	3	2	2	2	2	2	2
26	S26	3	3	3	2	3	3	3	3	3	2
27	S27	2	2	2	2	2	2	2	3	2	3
28	S28	2	2	2	2	3	3	3	3	3	2
29	S29	3	3	3	2	3	2	3	3	3	3
30	S30	2	2	2	3	2	3	2	2	2	3

Pekanbaru, April 2013

RATER 1

RATER 2

Yasir Amri, M.Pd

Dedy Wahyudi, M.Pd

The students' speaking score of SMAN 12 Pekanbaru at the post-test of Experimental Class from  
Two Raters

No	Students	Speaking Skill									
		Accent		Grammar		Vocabulary		Fluency		Comp.	
		Rater		Rater		Rater		Rater		Rater	
		1	2	1	2	1	2	1	2	1	2
1	S1	2	3	3	3	4	4	3	4	4	4
2	S2	2	4	3	3	3	4	3	4	3	4
3	S3	3	4	3	3	3	4	3	4	3	3
4	S4	3	3	3	2	3	3	3	3	3	3
5	S5	3	4	4	3	4	4	4	4	4	3
6	S6	2	3	3	3	3	4	3	4	3	3
7	S7	2	3	3	3	3	3	3	4	3	3
8	S8	3	3	3	3	3	4	3	4	3	2
9	S9	3	4	4	4	4	4	4	4	4	2
10	S10	2	3	3	3	4	3	3	3	4	3
11	S11	2	3	2	3	2	3	2	4	2	2
12	S12	3	4	4	3	4	3	4	4	4	3
13	S13	3	4	3	4	3	4	3	4	3	3
14	S14	3	3	3	3	4	3	3	4	4	2
15	S15	3	4	4	4	4	3	4	4	3	3
16	S16	3	3	3	3	3	3	3	4	3	3
17	S17	3	4	3	4	3	3	3	4	4	3



18	S18	2	3	2	3	3	3	3	4	3	3
19	S19	4	4	4	4	4	4	4	4	4	4
20	S20	3	3	3	3	3	3	3	4	3	3
21	S21	2	3	3	3	4	3	3	4	3	3
22	S22	2	4	2	3	3	3	3	4	3	3
23	S23	2	3	3	3	4	3	4	3	4	4
24	S24	3	3	3	3	4	4	4	4	4	4
25	S25	2	3	3	3	3	3	3	4	3	3
26	S26	3	3	3	3	4	4	3	3	3	3
27	S27	2	4	3	4	3	4	3	3	3	3
28	S28	3	4	4	4	4	3	4	3	4	4
29	S29	3	4	3	4	4	4	4	4	4	3
30	S30	2	3	3	3	4	3	3	3	3	3

Pekanbaru, April 2013

RATER 1

RATER 2

Yasir Amri, M.Pd

Dedy Wahyudi, M.Pd